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LEANDER CLARK COLLEGE

TOLEDO, IOWA

APRIL, 1913



CATALOG

LEANDER CLARK
COLLEGE BULLETIN

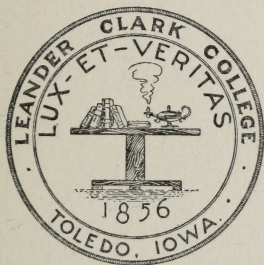


ANNUAL CATALOG

OF
UNIVERSITY OF ILLINOIS

LEANDER CLARK COLLEGE

FOR THE COLLEGE YEAR
1912-1913



TOLEDO, IOWA
PUBLISHED BY THE COLLEGE
1913

LEANDER CLARK COLLEGE BULLETIN

Entered in the Post Office at Toledo, Iowa, as Second-Class Mail Matter

Vol. VIII.

Toledo, Iowa, April, 1913

No. 2

CALENDAR 1913

MAR.		FEB.		JAN.		Sun.		Mon.		Tues.		Wed.		Thurs.		Fri.		Sat.	
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CALENDAR 1913.

May.

1. Thursday—Senior Theses Due.
30. Friday—Submission of Subjects for Preliminary Oratorical Contest.

June.

3. Tuesday, 8: 00 p.m.—President's Reception to Seniors.
5. Thursday, 8: 00 p.m.—Scholarship Oratorical Contest.
6. Friday, 8: 00 p.m.—Academy Graduating Exercises.
7. Saturday, 8: 00 p.m.—Graduating Exercises of the School of Oratory.
8. Sunday, 11: 00 a.m.—Baccalaureate Sermon.
8: 00 p.m.—Anniversary of Christian Associations.
9. Monday, 10: 30 a.m.—Annual Meeting of the Board of Trustees.
1: 30 p.m.—Inspection of Buildings and Grounds.
6: 00 p.m.—Annual Banquets of Literary Societies.
8: 00 p.m.—Anniversary of Literary Societies.
10. Tuesday, 2: 00 p.m.—Class Day Exercises.
8: 00 p.m.—Concert of the College of Music.
11. Wednesday, 2: 30 p.m.—Business Meeting of the Alumni Association.
8: 00 p.m.—Alumni Anniversary and Banquet.
12. Thursday, Sunrise—Philo-Callie Program.
10: 00 a.m.—Commencement Exercises.
2: 30 p.m.—Annual Baseball Game, Varsity vs. Alumni.
8: 00 p.m.—Class Play.

September.

9. Tuesday—Fall Term Opens for Registration.
10. Wednesday, 10:00 a.m.—First Chapel Assembly and Opening Address.
13. Saturday, 8:00 p.m.—General Reception.

November.

1. Saturday—Subjects of Senior Theses Submitted.
13. Thursday—First Preliminary College Debate.
27. Thanksgiving Recess.

December.

4. Thursday, 8:00 p.m.—Preliminary Oratorical Contest.
18. Thursday, 8:00 p.m.—First Preliminary Academy Debate.
19. Friday—Fall Term Ends.

1914.**January.**

6. Tuesday, 10:00 a.m.—Winter Term Opens.
10. Saturday—Annual Meeting of the Athletic Committee.

February.

12. Thursday—Lincoln's Birthday.
13. Friday—Triangular Debate—Penn, Parsons, and Leander Clark.
22. Friday—Washington's Birthday.
26. Thursday—Prohibition Oratorical Contest.

March.

6. Friday—Inter-Academy Debate.
12. Thursday—Peace Oratorical Contest.
20. Friday—Winter Term Ends.
31. Tuesday—Spring Term Opens.

April.

12. Friday Inter-Academy Debate.
18. Thursday—Annual Meeting of the Forensic League.

June.

4. Thursday—Commencement Week Begins.
7. Sunday—Baccalaureate Sermon.
8. Monday—Annual Meeting of the Board of Trustees.
11. Thursday—Commencement.

INCORPORATION.

BOARD OF TRUSTEES.

	Term Expires
IOWA STATE CONFERENCE.	
Mr. A. H. Shambaugh, Booneville, Iowa.....	1913
Mr. W. H. Trussell, Albia, Iowa.....	1913
Mr. B. F. Fantz, Nevada, Iowa.....	1914
Mr. D. H. Kurtz, Cedar Rapids, Iowa.....	1914
The Rev. George Miller, D.D., Des Moines, Iowa...	1915
The Rev. W. F. Cronk, D.D., Des Moines, Iowa....	1915

NORTHERN ILLINOIS CONFERENCE.

Mr. W. O. Krohn, A.M., M.D., Chicago, Ill.....	1913
Amos Hoak, Sterling, Ill.....	1914
Mr. D. C. Overholser, Coleta, Ill.....	1915

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Mr. I. F. Sarff, Browerville, Minn.....	1914
The Rev. M. H. Frye, Kiester, Minn.....	1915

WISCONSIN CONFERENCE.

The Rev. George Bechtolt, Blanchardville, Wis....	1913
The Rev. R. O. Moon, Gillingham, Wis.....	1914
Mr. Tellus Truesdale, Richland Center, Wis.....	1915

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Mr. C. W. Ennis, A.B., Toledo, Iowa.....	1913
Mr. R. P. Kepler, B. S., Toledo, Iowa.....	1914
Mr. C. H. Elliott, B.S., Altoona, Iowa.....	1914
Mr. J. J. Shambaugh, A.B., Booneville, Iowa.....	1915
Mr. A. C. Larsen, A.B., Madison, Wis.....	1915

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The Hon. John Shambaugh, Booneville, Iowa.....	1914
Dr. Fred D. Staves, Des Moines, Iowa.....	1915

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Voice.

ZAE CANNON JONES,
Violin.

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PRINCIPAL BUSINESS COLLEGE.
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SPENCER NELSON,
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Expression and Public Speaking.

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Custodian of Buildings and Grounds.

MRS. FANNIE HARN,
Matron of Beatty Hall.

LESLIE A. KENOYER,
Curator of the Museum.

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Professor W. L. Verry, Professor Ross Masters.

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Professor L. E. Garwood.

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Professor J. F. Yothers.

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Professor W. L. Verry.

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M. W. Cunningham, Professor Ross Masters, *Secre-*
tary, F. A. Muirhead, *Chairman*, G. L. Hicks, Merle
Green, Hal Riggs, Thomas McMillan.

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Professor L. A. Kenoyer, Professor L. K. Riggs,
Professor Ross Masters.

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Professor L. K. Riggs, Mark W. Hyland, J. F.
Mericle, J. J. Shambaugh.

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Professor Ross Masters, *Chairman*,
Dean Henry W. Ward,
Professor J. F. Yothers, *Secretary*.

HISTORICAL SKETCH.

The first authoritative steps toward the founding of what is now Leander Clark College were taken by the Iowa Annual Conference at its session in Muscatine, in August, 1855. At this time a Board of Trustees was appointed and empowered to take such measures looking toward the establishment of a college as might be deemed expedient. The Board finally accepted an offer from the people of Shueyville to donate lands and some money on condition that the college be located in that neighborhood. Acting on this proposition, a site on the open prairie was selected in January, 1856, and in the following summer a college building was erected. The name "Western" was given to the new college because it was the farthest west of the schools of the United Brethren Church; the same name was given to the village that grew up around the college.

The doors of the College swung open to receive students for the first time in January, 1857. At this time thirty-eight students offered themselves for enrollment. The faculty consisted of Rev. Solomon Weaver, president, and S. S. Dillman, M.A., J. C. Shrader, and Mrs. S. S. Dillman, teachers. It was seven years before the College sent out its first graduate.

Rev. Solomon Weaver served as president from 1856 to 1864. He was succeeded by Rev. William Davis, 1864-1866; M. W. Bartlett, 1866-1867, and E. C. Ebersole, 1867-1868. In 1868, Rev. E. B. Kephart was called to the presidency, and served until 1881, at which time

he was elected to the bishopric. The next president was Rev. W. M. Beardshear, who served from 1881 to 1889. Rev. J. S. Mills was president 1889-1892; A. M. Beal, 1892-1893; Rev. A. P. Funkhouser, 1893-1894; Rev. Lewis Bookwalter, 1894-1904; H. W. Ward, acting president, 1904-1905; Rev. Cyrus J. Kephart, 1905-1908. In June, 1908, Rev. Franklin E. Brooke was called to the presidency.

The first years of the College were naturally years of severe struggles and small achievements. For five years the College owned and operated a farm and some other industries, mainly with student labor; the experiment proved unsuccessful and was then abandoned. At one time the Civil War threatened to take all the able-bodied men from the ranks of both students and faculty. Finally, however, a feeling of assurance grew among the friends of the College, substantial donations were made, and other conferences came into coöperation.

By the year 1881 it had become evident that conditions at Western were unfavorable to large and permanent growth for the College, and consequently the authorities began to entertain thoughts of removal. A proposal from the people of Toledo, Iowa, to give \$20,000 towards a new building in their city was presented and accepted, and in the fall of 1881 the College was removed to Toledo. Here, under the administration of President Beardshear, there was large expansion both in equipment and in attendance.

On Christmas night, 1889, fire destroyed the main building with its contents, except the library. With heavy hearts, but with grim determination, the authorities at once began plans for rebuilding. The heavy expense of rebuilding, increased by annual deficits and accumulating

interest, and aggravated by the panic of 1893, had, by 1894, piled up an appalling indebtedness of \$85,000. With the administration of President Bookwalter, steps were taken to stop the deficits, and then the debt itself was attacked with such effectiveness that by January, 1902, the entire amount was either paid or covered by notes deemed good. Great as was this achievement, it was recognized as a mere clearing of the way for a still larger undertaking—the securing of an adequate endowment. Major Leander Clark, of Toledo, Iowa, offered to give \$50,000 toward such endowment, provided the College would secure an additional \$100,000 in cash by January 1, 1906. With the strain of the severe debt campaign still upon the people of the coöperating territory, the meeting of Major Clark's condition seemed an impossibility, yet the end sought was so great as to compel the effort. The canvass proceeded with some success until President Bookwalter resigned, in the fall of 1904; then for nearly a year aggressive soliciting ceased.

In February, 1905, Rev. Cyrus J. Kephart was called to the presidency, and the canvass was renewed with vigor. A month or two later came a cheering message from Andrew Carnegie, offering to contribute \$50,000 of the required \$100,000. This gift, largely the result of influences previously set in motion, nerved the people to a successful completion of the whole undertaking. In January, 1906, the College found itself the happy possessor of \$150,000 cash endowment. At a meeting of the Board of Trustees, held January 23, the name of the College was changed to Leander Clark College, and the old name, "Western," became a memory.

In June, 1906, the College held its semi-centennial celebration. Men of eminence in church and state joined

with alumni and students, new and old, in making the day a fit climax of fifty years of endeavor.

The five years just past have been full of actual achievement, and fuller still of promise. Within that time the laboratory equipment of the College has been trebled with consequent increase in efficiency, the library has been doubled and made more accessible, the teaching force has been enlarged, and the attendance increased. Plans for new buildings and for a greatly increased endowment are confidently under way. The top of the hill has never before been so nearly in sight. A spirit of unity and of yearning expectancy that augurs well for the future pervades alumni, students, and authorities.

LOCATION AND EQUIPMENT.

LOCATION.

Toledo, the location of the College, the county-seat of Tama County, Iowa, has justly been termed an ideal college town. Its fine residences, its modern churches, its well-known healthfulness, its entire freedom from the saloon, its good railroad facilities, make it both an admirable place to live and an equally desirable place for a college.

THE COLLEGE CAMPUS.

The Campus, located in the southern part of Toledo, is a beautiful plat of sixteen acres with a fine park of young oaks on the eastern side. It embraces also a fine athletic field, with abundant room for all outdoor sports.

THE BUILDINGS.

The Administration Building is a large, brick structure, well located, heated with hot water, with seven large recitation-rooms, three laboratories, four elegant literary society halls, library, museum, chapel, Christian Association room, offices, and other rooms, making in all twenty-six rooms. Both as to exterior appearance and internal arrangement, the building is well adapted to its purpose.

Mary Beatty Hall is a three-story, brick structure, located near the main building, heated by steam, with ten large, neatly-furnished rooms for ladies, parlor, living rooms for superintendent's family, kitchen, and dining-room. It furnishes a pleasant and convenient home for young women.

The Athletic Building, a frame structure, forty-two by eighty-four feet in size, lighted by electricity, with an elegant court for indoor games, and seats for three hundred people, is located on the north side of the campus.

Bright Conservatory of Music, including Phillips Music Hall, is located in the central part of the town. It has nine rooms for practice and teaching, is equipped with necessary pianos, and provides a large hall for recitals and other public entertainments. The large organ in the United Brethren Church is used in giving lessons on the pipe-organ.

Drury Hall, the gift of Rev. M. S. Drury, has been remodeled and fitted up as a home for the president of the college. It is located on College Avenue, half a square from the college campus.

LABORATORIES.

The chemical, physical, biological, and domestic science laboratories are equipped with apparatus for practical illustration and demonstration in the departments they represent. During recent years, additions were made to the equipment to the value of several thousand dollars. The increased demand upon these departments rendered this addition a necessity.

Geographical maps, natural history charts, general mathematical apparatus, and a complete set of surveyor's instruments are in use in the departments they represent.

LIBRARY.

Through the kindness of friends, and through purchase, more than three thousand volumes were recently added to the library. It now contains seven thousand five hundred volumes, comprising encyclopædias, dictionaries, literature, science, history, philosophy, theology, poetry, and standard fiction. New standard books, by purchase and donation, amounting to over six hundred dollars, have been added to the library during the year. It is the plan of the Library Committee to expend at least five hundred dollars in library equipment from year to year. The library is now located in the large, well-lighted room formerly occupied by the Business College. The books have been reclassified, catalogued, and labeled. By the use of the card index cabinet, the entire library is readily accessible.

The reading-room is well supplied with magazines and reviews, many of them bearing directly upon the work of the various departments. Many daily and weekly papers are on file.

General Information

Leander Clark College aims to afford students of both sexes the advantage of a liberal education in the arts, sciences, and philosophy under positive Christian influences. Its courses of study are planned with a view to securing a well-rounded and accurate scholarship, and its methods of instruction promote self-reliance and mental hardihood. Above all, it aims at the formation of character based on broad Christian culture.

DEPARTMENTS.

COLLEGE OF LIBERAL ARTS.

The College of Liberal Arts maintains standard courses requiring four years for their completion, and leading to the degree of either Bachelor of Arts or Bachelor of Science. Students receiving either of these degrees are prepared for admission to the senior year or for graduate work in Yale University, the University of Chicago, or other institutions of similar grade. If, during their course here they have elected in the Department of Education the required amount of professional work, they are entitled to the first-grade State teacher's certificate, good for five years.

DOMESTIC SCIENCE.

The department of Domestic Science offers a two-year course in Foods and Textiles, with related subjects in science. Domestic Science students, however, are urged to complete the full four-year course in Science.

THE ACADEMY.

The Academy maintains a full four-years' course that is the equivalent of the standard twelve-grade high-school

course. Upon completion of this course the student is prepared to enter the Freshman year in the College of Liberal Arts.

TEACHERS' COURSE.

In connection with the Academy is provided a Teachers' Course, which affords the requisite advantages for preparation for the examination for any grade of Iowa county teacher's certificate.

COLLEGE OF MUSIC.

The College of Music provides standard courses in piano, voice, violin, harmony, and history of music.

BUSINESS COLLEGE.

The Business College offers the various business courses, including bookkeeping, shorthand, typewriting, and the different related subjects.

SCHOOL OF EXPRESSION.

The School of Expression provides the usual courses in elocution, oratory, and public speaking.

SCHOOL OF ART.

The School of Art offers courses in freehand drawing, public-school drawing, china painting, water-color, and oil painting.

GOVERNMENT.

The government of the institution is mild yet definite, with a view to securing good behavior and at the same time the largest possible consciousness of personal responsibility. The faculty committee on discipline investigates infractions of the rules of good behavior, and such discipline is administered as it is thought the welfare of the institution and of the student demands.

In general, it is the purpose of the institution to maintain and promote high standards both of scholarship and of conduct. Students who are not anxious to learn are not solicited. Regularity and punctuality in attendance at classes are required. Performance of duties in connection with College or other organizations does not excuse for failure in class work. Neglect of one duty for another is not allowed.

RELIGIOUS INFLUENCES.

Chapel service is held every school day at ten o'clock. Attendance is required, except where parents or guardians request students excused.

The five churches of the city, in their services of preaching, Bible schools, young people's societies, and prayer meetings, afford excellent opportunity for instruction and training in religious truth and life. Each student is expected to select some one of the churches and attend there regularly.

The Young Women's Christian Association holds devotional services every Monday of the school year at 6:45 p.m., and the Young Men's Christian Association on Tuesdays at 6:30 p.m. All students are invited to these meetings. They are valuable agencies in promoting a high type of spiritual life in the student body.

Bible and mission study classes are maintained each term under the auspices of the Christian Associations. These associations also send representatives to the different association conferences and conventions, thus being kept in close touch with association work generally.

ATHLETICS.

All athletic affairs of the College are controlled by the Athletic Committee, composed of the president of the College, or in his absence, the dean, as chairman, the

physical director, two other members from the College faculty, and two alumni members. This committee determines general policies, manages athletic business, and arranges schedules of games. The official correspondence of the department is conducted by the secretary of this committee.

A commodious gymnasium, having basket-ball, indoor baseball, tennis, and hand-ball courts, has recently been added to our equipment. It is also used as a training shed for baseball and football.

The athletic grounds cover five acres, and consist of a baseball diamond, football field, tennis courts, a one-fifth-mile running track, and an outside basket-ball court. The field is amply adequate for general athletics. It has been reworked and is in excellent shape for baseball, track, tennis, and football games.

All home games are played on the College grounds.

Football in the fall, basket-ball and indoor baseball in the winter, track athletics and baseball in the spring, present the largest field for student training. For those who do not care for these, or whose time cannot be so arranged, classes in floor athletics are provided. Tennis receives careful attention.

The different sports in the different seasons are managed so that all students may have a share, by having inter-class and department games, aside from the scheduled intercollegiate games. In this way material is prepared for future teams.

LECTURES.

Besides numerous informal addresses by local ministers, members of the faculty, and occasional visitors, formal addresses before the students were delivered, as follows: Opening address, President Homer H. Seerley,

president of State Teachers' College, Cedar Falls, Iowa; Winter Opening, Rev. Edwin G. Copeland, Tama, Iowa; Lincoln Day Address, Rev. H. O. Pratt, D.D., Toledo, Iowa; "Some Student Fallacies," Mr. Guy V. Aldrich, Student Secretary for Iowa Y. M. C. A., Des Moines, Iowa. In addition to these the Y. M. C. A. provided a lecture course comprising the following numbers: Dunbar Singing Orchestra; Byron Piatt; The Raweis; The Mendelssohn Male Quartette, and Phidelah Rice.

ALUMNI ASSOCIATIONS.

College of Liberal Arts.

The Alumni Association was organized temporarily in 1870, permanently in 1874. The constitution, in giving the purpose of the association, says it is "the cultivation and perpetuation of feelings of attachment and unity among its members, and of interest in their *alma mater*, as well as the transaction of the proper business of the association." The membership consists of the graduates of the College of Liberal Arts. The annual business meeting occurs on the day preceding commencement, and is followed by the anniversary and banquet in the evening. As the years pass the alumnae and alumni are proving increasingly helpful to the work of the College. The association has six representatives on the Board of Trustees of the institution. The officers are: E. A. Benson, president; Josie Patterson Wonser, vice president; C. M. Richards, recording secretary; T. H. Studebaker, treasurer; H. W. Ward, historical secretary.

College of Music.

The Alumni Association of the College of Music was first organized in 1889, and was reorganized in June, 1906. Its membership consists of graduates of the College of Music, numbering at this time one hundred. Its

purpose is to perpetuate and promote friendship among its members and to enlarge the work and efficiency of this department.

LITERARY SOCIETIES.

There are six literary societies in the College—the Calliopean and the Young Ladies' Athenæum, composed of young women, and the Philophronean and the Young Men's Institute, composed of the young men; in the Academy, the Alphanean and the Cyclomathean. At present the Philophroneans and Alphanearians are meeting as one society; likewise the Young Men's Institute and the Cyclomatheans. The societies hold weekly meetings in their elegantly furnished halls, and provide excellent opportunities for improvement in oratory, debate, and parliamentary usage.

FORENSIC LEAGUE.

The Forensic League has charge of all matters relating to oratory and debate. The League is a member of the State Oratorical Association, and of the triangular debating league, composed of Parsons, Penn, and Leander Clark colleges; it also provides for one or more inter-academic debates annually.

COLLEGE PUBLICATIONS.

The publications of the College are three in number: *The Bulletin*, published by the College; *The Leander Clark Record*, and *The Cardinal*, published by the students. *The Bulletin* is issued quarterly and is the chief medium of communication between the College and its constituency; the April number contains the Annual Catalogue. *The Leander Clark Record* is a twelve-page weekly newspaper, edited and managed by the students, the successor to the two papers formerly published by

the literary societies. Both in mechanical workmanship and in journalistic qualities the paper is highly creditable.

THE CARDINAL.

The Cardinal is edited and published by the Junior Class each year. It is a volume of upwards of two hundred pages, splendidly bound in cardinal and lettered in gold, printed on the very best paper, copiously illustrated with almost two hundred half-tone cuts, the very acme of the printer's art.

The aim of the volume is to give a résumé of the doings of the entire institution for the year. Wit, humor, history, prophecy, song, and story, beautifully illustrated throughout, combine to make *The Cardinal* the brightest and most sought after publication sent out from the College.

PUBLICITY.

The happenings within the College circle are interesting and important, not only to the College people and immediate community, but as well to that larger constituency, the Church and general public, on whose continued patronage and good will the College must always be dependent for the success to which we aspire. A Publicity Committee, composed of five members, one from the faculty and one from each of the four literary societies, gathers together the news items of the College community, gets them up in racy, readable style, and sends out "copy" to the principal dailies and weeklies of the State. The plan is proving eminently satisfactory.

DEGREES.

The degree Bachelor of Arts is conferred upon candidates who have satisfactorily completed a course in general letters, and the degree Bachelor of Science upon

those whose major work has been in science. Each candidate for the Bachelor's degree must submit to the Theses Committee by November 1 of the year in which he seeks graduation, a subject for a final thesis, with outline of proposed treatment. After approval of subject and outline, the candidate must write a thesis of not less than three thousand words on the subject chosen, and submit the same by May 1 following.

The degree of Master of Arts is conferred on candidates of good moral character, who, having received the Bachelor's degree from this or some other college of equal standing, shall complete one year's study in residence at the College, with presentation of thesis. Alumni of this College may pursue their graduate study in any approved university.

Fee for all degrees, \$5.00.

STUDENTS' HOMES.

Students are granted large liberty in the selection of their rooming and boarding places. Beatty Hall provides a number of elegant rooms for young ladies. The rooms are twelve and one-half by fifteen feet, and are furnished with carpet, bedstead, springs, mattress, comforts, pillows, commode, toilet set, chairs, table, electric lights, and steam heat. Students furnish their own sheets, pillow-cases, bed-spreads, and towels. A bath-room is situated on the second floor above the basement.

Young men can secure boarding at Beatty Hall, and rooms with private families.

Rooms and boarding for both young men and young women can be secured with private families at reasonable rates. Householders who receive students into their homes are expected to coöperate with the faculty in

maintaining standards of proper conduct. Men and women are not to be accepted as roomers in the same house. Where young women are received, a general reception room, under the supervision of the householder, must be provided. Young women are not expected to entertain gentlemen callers later than ten o'clock, and not oftener than twice a week.

PRIZES.

The following prizes are awarded in the College:

1. *The Armstrong Cup.* Mr. S. G. Armstrong, of Cedar Rapids, has presented to the College a beautiful loving cup, to stimulate effort in oratory. Each year the winner of the home contest preliminary to the State Contest is to have his name engraved upon the cup, the cup to be held by the College and exhibited as a roll of honor.

2. *Trustees' Scholarships in Oratory.* The winner of the preliminary contest in oratory is awarded one year's free tuition in the College. The winner in the commencement contest is awarded free tuition for two terms, and the winner of second place, tuition for one term.

3. *The Men's Brotherhood Prizes.* The Men's Brotherhood of the United Brethren Church, Toledo, Iowa, has posted fifty dollars for the debating team that represents Leander Clark in inter-collegiate debate, the amount to be distributed as follows: Fifteen dollars to the winner of first place, ten dollars to the second, and five dollars to the third, the remaining twenty dollars to be used by the team in preparing for the inter-collegiate debate.

4. *Prohibition Oratorical Prize.* For the last two years a public-spirited citizen of Toledo has provided fifty dollars a year, to be distributed as prizes to the winners

of the contest preliminary to the State Prohibition Oratorical Contest.

THE MARTIN WHEATON AND MARY J. WHEATON SCHOLARSHIPS.

Martin and Mary J. Wheaton were residents of Toledo for many years. They were brother and sister, who made their home together. Having no immediate heirs, they gave their entire estate to charitable institutions. By the terms of their joint will, Leander Clark College was made a residuary legatee. The executor of the will has turned over to the College a little over four thousand dollars. This bequest is to be added to the permanent endowment fund, and become the foundation for two perpetual scholarships to bear the names of the donors. The names of the scholarships and of the beneficiaries are to be printed in each annual catalogue for all time. The faculty of the College of Liberal Arts will nominate the candidates and the Executive Committee will award the scholarships annually.

JESSE H. GRAY SCHOLARSHIP.

The members of the class of 1912 have provided a fund of one thousand dollars to establish a perpetual scholarship as a memorial to their classmate, Mr. Jesse Hale Gray, who died in his senior year. The class reserves the right to name the beneficiary from year to year so long as it cares to do so.

Nellie J. Robertson Scholarship.

A scholarship of one thousand dollars has recently been established by Mrs. Nellie J. Robertson, of Foreston, Illinois. During Mrs. Robertson's lifetime, she will nominate a candidate to receive the benefit of the scholarship.

Expenses.

Note: All tuitions and fees are payable in advance to the registrar.

Tuition.

Tuition in the College of Liberal Arts is \$40 a year distributed as follows: Fall term, \$15; winter term \$12.50; spring term, \$12.50. Tuition in the Academy \$36 a year, \$13 for the fall term, \$12 for the winter term and \$11 for the spring term.

The children of active ministers are granted half tuition but are expected to pay full fees.

For tuition in the College of Music, Business College, School of Oratory, and School of Art, see under those special departments.

FEES.

An athletic fee of one dollar a term is charged to all students in the College of Liberal Arts, the Academy, and the Business College. This fee admits to gymnasium privileges and to inter-collegiate contests. Other students may avail themselves of these privileges by the payment of the fee.

A medical examination fee of fifty cents a term is charged all students. This fee secures once each term competent medical examination and advice at a mere nominal cost.

Laboratory fees are as follows: Chemistry, first year \$3.00; second year, \$5.00. Physics, \$2.00. Botany and Zoölogy, \$1.50 for each course.

A library fee of twenty-five cents is charged each term.

ROOMS AND BOARDING.

Room rent at Beatty Hall, for each student, two in a room, \$1.00 a week. Electric light, 50 cents a month for each room.

Table board is \$3.00 a week.

Owing to advance of prices, the rate of boarding is subject to change.

Room and board in private families can be secured at \$3.50 to \$4.50 a week.

The college year embraces thirty-six weeks. Taking this into account, it is easy from the above to estimate closely the probable expense of attendance upon any department of the institution.

APPOINTMENT COMMITTEE.

The Appointment Committee is composed of three members of the College faculty. Its purpose is to help our graduates to find positions as teachers and to aid superintendents of schools and boards of education in securing suitable instructors. The services of the committee are gratuitous. Correspondence is solicited from alumni who are seeking positions, and from school officers in need of teachers.

Address all correspondence to Secretary of Appointment Committee.

THE DEPARTMENTS.

The College of Liberal Arts.

The Academy.

The Department of Domestic Science.

The College of Music.

The Business College.

The School of Oratory.

The School of Art.

The Department of Physical Training.

COLLEGE OF LIBERAL ARTS.

FACULTY.

FRANKLIN E. BROOKE, A.M.,
PRESIDENT.

John Dodds Chair of Philosophy.

HENRY WINFIELD WARD, A.M.,
DEAN.

Jennie McIntyre Fletcher Chair of English.

FLORENCE M. CRONISE, A.M.,
SECRETARY.

Chair of Modern Languages.

JOHN FRANK YOTHERS, A.M.,
REGISTRAR.

Chair of Mathematics.

WILLIAM LESLIE VERRY, A.B.,
LIBRARIAN.

Chair of Greek and Latin.

ROSS MASTERS, Ph.M.,
Chair of Education.

LESLIE A. KENOYER, A.M.,
Chair of Biology.

LLOYD KENDRICK RIGGS, B.S.,
Shambaugh Chair of Chemistry.

LYNN EUGENE GARWOOD, A.M.,
Chair of History and Political Science.

LOUISE AHLBRECHT, B.S.,
Chair of Domestic Science.

THE COLLEGE OF LIBERAL ARTS.

TUITION.

Fall term, \$15.00; winter term, \$12.50; spring term, \$12.50.

TERMS OF ADMISSION.

All candidates for admission are expected to present testimonials of good moral character; if from another college, certificates of honorable dismissal, signed by the presiding officer, are required.

Graduates of approved high schools and academies are admitted to the Freshman class without examination on presentation of diploma or certificate of work done. Other students are admitted on passing a satisfactory examination in the studies named below, or on completion of our own Academy course. Real equivalents for the studies required may be accepted at the discretion of the faculty.

Blank forms of application for admission may be secured from the President or Registrar. These should be filled out and returned at least ten days before the opening of the College year.

ENTRANCE REQUIREMENTS.

Candidates for unconditional entrance to the Freshman class will present thirty acceptable semester credits selected from the subjects given below. For all courses, however, there is a minimum requirement of six semesters of English, five in Mathematics, and four in History.

The remaining fifteen credits may be chosen from subjects in the following list. The candidate, however, will find his progress in any course greatly facilitated by presenting among his entrance subjects, in addition to those named above, at least four credits of some one foreign language and two of Science, preferably Physics.

MINIMUM REQUIREMENTS.

English, six credits.

Mathematics, five credits.

History, including Civics and Economics, four credits.

POSSIBLE ELECTIVES.

English, two credits.

Mathematics, two credits.

Foreign Languages, twelve credits.

History, five credits.

Science, ten credits.

Commercial Subjects, six credits.

Manual Training and Domestic Science, six credits.

Pedagogy, two credits.

1. English (eight credits).

The eight credits in English should include:

1. English Grammar, Word Study, and History of the English Language.

2. Composition and Rhetoric. This requirement presupposes that the student has had constant practice in writing, and is able to compose with facility and correctness. The study of some such text as Gardiner, Kittredge, and Arnold's Composition and Rhetoric, or Scott and Denny's Composition-Rhetoric, should form part of the preparation for this requirement.

3. English Classics. The "uniform entrance requirements" in English will furnish a fair idea of the prepara-

tion that should be made in English Classics. These for 1913 and 1914 are as follows:

Reading and Practice: Ten books selected as prescribed below from the following list:

Group I. (Two to be selected.) The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther. Homer's *Odyssey*, with the omission, if desired, of Books I., II., III., IV., V., XV., XVI., XVII. Homer's *Iliad*, with the omission, if desired, of Books XI., XIII., XIV., XV., XVII., XXI. Virgil's *Æneid*—The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence. For any unit of this group a unit from any other group may be substituted.

Group II. (Two to be selected.) Shakespeare's *Merchant of Venice*; *Midsummer-Night's Dream*; *As You Like It*; *Twelfth Night*; *Henry the Fifth*; *Julius Cæsar*.

Group III. (Two to be selected.) Defoe's *Robinson Crusoe*, Part I; Goldsmith's *Vicar of Wakefield*; Scott's *Ivanhoe* or *Quentin Durward*; Hawthorne's *House of the Seven Gables*; Dickens' *David Copperfield* or *Tale of Two Cities*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; George Eliot's *Silas Marner*; Stevenson's *Treasure Island*.

Group IV. (Two to be selected.) Bunyan's *Pilgrim's Progress*, Part I.; The Sir Roger de Coverley Papers in the *Spectator*; Franklin's *Autobiography* (condensed); Irving's *Sketch Book*; Macaulay's *Essay on Lord Clive*, and *Essay on Warren Hastings*; Thackeray's *English Humorists*; Selections from Lincoln, including at least the two Inaugurals and Lincoln's Speeches in Independence Hall and at Gettysburg, Last Public Address, Let-

ter to Horace Greeley, along with a brief memoir or estimate; Parkman's Oregon Trail; Thoreau's Walden, or Huxley's Autobiography, and Selections from Lay Sermons, including the addresses on Improving Natural Knowledge; A Liberal Education, and A Piece of Chalk; Stevenson's Inland Voyage, and Travels with a Donkey.

Group V. (Two to be selected.) Palgrave's Golden Treasury (First Series) Books II. and III., with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's Elegy in a Country Churchyard, and Goldsmith's Deserted Village; Coleridge's Ancient Mariner, and Lowell's Vision of Sir Launfal; Scott's Lady of the Lake; Byron's Childe Harold, Canto IV., and The Prisoner of Chillon; Palgrave's Golden Treasury (First Series) Book IV., with especial attention to Wordsworth, Keats, and Shelley; Poe's Raven; Longfellow's Courtship of Miles Standish, and Whittier's Snow Bound; Macaulay's Lays of Ancient Rome, and Arnold's Sohrab and Rustum; Tennyson's Gareth and Lynette; Lancelot and Elaine, and The Passing of Arthur; Browning's Cavalier Tunes; The Lost Leader; How They Brought the Good News from Ghent to Aix; Home Thoughts from Abroad; Home Thoughts from the Sea; Incident of the French Camp; Hervé Riel; Pheidippides; My Last Duchess, and Up at a Villa—Down in the City.

Study and Practice: This part of the requirement presupposes the thorough study of each of the works named below:

Shakespeare's Macbeth; Milton's Lycidas, Comus, L'Allegro, and Il Penseroso; Burke's Speech on Conciliation with America, or Washington's Farewell Address, and Webster's First Bunker Hill Oration; Macaulay's Life of Johnson, or Carlyle's Essay on Burns.

4. English and American Literature. It is recommended that the History of Literature be taken up during the third and fourth years of the high school. Long's English Literature and Abernethy's American Literature will be found serviceable texts in these subjects.

2. Latin (eight credits).

I. AMOUNT AND RANGE OF THE READING REQUIRED.

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, shall be not less *in amount* than Cæsar, Gallic War, I.-IV.; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, Æneid, I.-IV.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and De Senectute) and Sallust (Catiline and Jugurthine War); Vergil (Bucolics, Georgics, and Æneid) and Ovid (Metamorphoses, Fasti, and Tristia).

II. SUBJECTS AND SCOPE OF THE EXAMINATIONS.

1. *Translation at Sight.* Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, orations for the Manilian Law and for Archias, and Vergil, Æneid I., II., and either IV. or VI. at the option of the candidate, with questions on subject-matter, liter-

ary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

SUGGESTIONS CONCERNING PREPARATION.

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase.

Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination cannot test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practiced.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

[Report of the Commission on College Entrance. Requirements in Latin Adopted by American Philological Association, December 30, 1907.]

3. Mathematics (seven credits).

1. Algebra, through quadratics. Three credits.
2. Plane Geometry. Two credits.
3. Solid Geometry. One credit.
4. Advanced Algebra, or Advanced Arithmetic. One credit.

4. History (nine credits).

1. Ancient History. Two credits.
2. Mediæval and Modern History. Two credits.
3. History of England. Two credits.
4. United States History (after ancient history). One credit.

5. Civil Government. One credit.
6. Elementary Economics. One credit.

5. Commercial Subjects (maximum, six credits).

1. Business Arithmetic. One credit.
2. Elementary Bookkeeping. Two credits.
3. Business Law. One credit.
4. History of Commerce. One credit.
5. Commercial Geography. One credit.
6. Shorthand and Typewriting. Two credits.

6. Manual Training (maximum, six credits).

1. Shop work. Six credits.
2. Drawing. Two credits.
3. Domestic Science. Two credits.

7. Greek (four credits).

1. Grammar, Burgess and Bonner, or equivalent; Anabasis, Book I., Smith, or equivalent. Two credits.
2. Anabasis, Books II., III., and IV., prose composition. Two credits.

8. German (four credits).

1. Grammar, Bacon or equivalent; Bacon's *Im Vaterland*, Storm's *Immensee*, Hillern's *Höher als die Kirche*. Two credits.
2. About four hundred pages of miscellaneous prose and one classical drama should be studied. Two credits.

9. Science (eight credits).

1. Physics, Carhart and Chute, or equivalent. Two credits.
2. Chemistry. General Chemistry, recitation and laboratory work throughout the year. Remsen's *Briefer Course*. Two credits.

3. Zoölogy, or Nature Study. One year's study of animal structure, habits, and life history, with laboratory practice as an important part of the course. Two credits.

4. Botany. Bergen's Foundations of Botany, or equivalent. One credit.

5. Physiography. Tarr's Elementary Physical Geography, or equivalent. One credit.

THE GROUP SYSTEM.

Our work is arranged according to the Group System. While this system is not a very radical departure from that formerly employed, yet some explanation of its characteristic features may be needed.

A. Group consists of (a) two Major subjects, each to be pursued at least four hours a week for two years; (b) a minimum number of required Minors, such Minors being either vitally related to the Majors of the given group, or in themselves essential to a well-rounded education; and (c) a number of Free Electives sufficient to make the student's entire credits reach the 191 hours required for graduation. An hour as here used means one recitation a week for one term, each subject thus calling for as many hours of credit each term as there are recitation periods a week in that subject.

The aim of the Group System is twofold: First, to encourage the student to correlate his work and pursue it with a definite purpose for a number of years, rather than to make promiscuous selection; and, second, to allow as much liberty as possible to individual tastes. Many students will, after completing their college course, have occasion to enter upon specialized studies, and to these the Group System offers the advantage of early emphasis upon their chosen subjects.

It will be observed that the Majors of the Groups offered fall naturally under two heads, those that belong to the Department of Letters and those that belong to the Department of Science. The completion of a Group whose Majors come under the designation "General Letters" leads to the degree "Bachelor of Arts"; the completion of a Group whose Majors are Science, leads to the degree "Bachelor of Science."

REPRESENTATIVE GROUPS.

A table of twelve representative Groups is appended. The first two subjects named are the Majors. The figures after each subject indicate the number of hours in that subject required for graduation.

Typical Groups.

I.		IV.	
German	24	Mathematics	27
French	24	Physical Science	24
English	9	English	9
Mathematics	15	Philosophy	12
Laboratory Science	12	Laboratory Science	12
History	12	History	12
Greek or Latin.....	12	Modern Languages	24
Philosophy	12	Christian Evidences	4
Christian Evidences	4	Free Electives	67
Free Electives	67		
II.		V.	
Greek	27	Mathematics	27
Latin	24	Greek or Latin.....	24
English	9	English	9
Mathematics	15	Philosophy	12
Philosophy	12	History	12
History	12	Laboratory Science	20
Laboratory Science	12	Modern Languages	12
Modern Languages	12	Christian Evidences	4
Christian Evidences	4	Free Electives	75
Free Electives	64		
III.		VI.	
Biological Science	36	English	29
Physical Science	24	Greek or Latin.....	24
English	9	Philosophy	12
Mathematics	19	Mathematics	15
Philosophy	12	Laboratory Science	20
History	12	History	12
Modern Languages	24	Modern Languages	12
Christian Evidences	4	Christian Evidences	4
Free Electives	51	Free Electives	63

VII.

German	24
Greek or Latin.....	24
English	9
Mathematics	15
Philosophy	12
Laboratory Science	20
History	12
Modern Languages	12
Christian Evidences	4
Free Electives	59

VIII.

English	29
Greek or German.....	24
Mathematics	15
Philosophy	12
Laboratory Science	20
History	12
Greek or Latin.....	12
Christian Evidences	4
Free Electives	63

IX.

Philosophy	24
English	29
Greek or Latin.....	12
Modern Languages	12
Mathematics	15
History	12
Laboratory Science	20
Christian Evidences	4
Free Electives	63

X.

Education	21	} 30
Psychology	9	
Social Science	15	
Philosophy	12	
English	21	
Mathematics	15	
Laboratory Science	20	
History	12	
Modern Languages	12	
Christian Evidences	4	
Free Electives	59	

XI.

Social Science	24
History of Philosophy.....	24
English	9
Mathematics	15
Laboratory Science	20
Philosophy or History.....	12
Modern Languages	24
Christian Evidences	4
Free Electives	59

XII.

Biological Science	36
Modern Languages	36
English	9
Mathematics	15
Philosophy	12
History	12
Christian Evidences	4
Free Electives	67

SYNOPSIS OF COLLEGE COURSES.

	FALL TERM.	WINTER TERM.	SPRING TERM.
Freshman 17 hours per week.	College Algebra—5. Greek or German—5. Latin or French—4. English—3. English—3. Chemistry—5. Household Bacteriology.	College Algebra—5. Greek or German—5. Latin or French—4. English—3. English—3. Chemistry—5. Agriculture.	Trigonometry—5. Greek or German—5. Latin or French—4. English—3. English—3. Chemistry—5. Agriculture.
Sophomore 16 hours per week.	Greek. Latin. German. French. History of Art. Analytic Geometry. Rhetoric. Botany. Bible History. Chemistry. Domestic Science.	Greek. Latin. German. French. Classical Literature. Calculus. Shakespeare. Botany. Bible Literature. Chemistry. Psychology. Domestic Science.	Greek. Latin. German. French. Mythology. Calculus. Criticism. Literary Criticism. Botany. Bible Literature. Chemistry. Psychology. Domestic Science.
Junior 16 hours per week.	Argumentation. Logic. Zoology. Principles of Education. Browning. French. Economics. History. Harmony. Oratory and Debate. Domestic Science.	Nineteenth Century Prose. Christian Evidences. Methods. Zoology. Tennyson. French. Economics. History. Harmony. Oratory and Debate. Domestic Science.	Ethics History of the English Novel. Methods. Zoology. Prose Fiction. French. Economics. History. Harmony. Oratory and Debate. Domestic Science.
Senior Fall and Winter Terms, 16 hours per week. Spring Term, 12 hours per week.	Geology. School Supervision. History of Philosophy. Theory of Thought & Knowledge [Begins. Sociology. History of Civilization. Histology. Astronomy. History of Education.	Geology. School Supervision. Theory of Thought & Knowledge [(Completed.) Metaphysics. Sociology. Constitutional History. Bacteriology. Astronomy. History of Education.	Geology. Problems in Education. Theism. Sociology. International Law. Bacteriology. Meterology. Philosophy of Education.

All courses in the Sophomore, Junior and Senior years, four hours per week.

SCHEDULE OF RECITATIONS.

7: 30 to 8: 20	Geometry, Oratory, and Debate.
8: 20 to 9: 10	Freshman Mathematics, Greek II., Advanced Botany, Junior Philosophy, Sociology, Academy English.
9: 10 to 10: 00	German I., Sophomore English, Junior Education, Advanced Physics, Geology, Latin I.
10: 20 to 11: 10	Junior English, French I., Economics, Senior Education, Histology, Latin II., Elementary Physics.
11: 10 to 12: 00	Freshman English, Sophomore Mathematics, Greek III., German III., Senior Philosophy, Latin III., Elementary Biology.
1: 10 to 2: 00	Greek I., German II., Sophomore History, Psychology, Junior History, Astronomy, Algebra I., Histology, Bacteriology.
2: 00 to 2: 50	Latin IV., Chemistry, Zoölogy, French II., American and English Literature, Academy History, Psychology.

COLLEGE OF LIBERAL ARTS.

Description of Courses.

PHILOSOPHY.

PRESIDENT BROOKE.

History of Philosophy.

The course in History of Philosophy constitutes a full year's work. The field is well covered—Greek Philosophy, Medieval Philosophy, and Modern Philosophy—each receives thorough treatment. The work is based on such authors as Webber and Falckenberg. Parallel reading supplements the text at most important points. This course was given 1911-12, and will be given each alternate year hereafter.

Greek Philosophy.

This takes up the movement of Greek Thought from the time of the Physicists to the period of the early Christians. The Roman systems are carefully studied, and a general foundation laid for a thorough understanding of Medieval and Modern Thought.

Fall Term—Four hours a week.

Medieval Philosophy.

Here is given the use and growth of the early forms of Christian Philosophy, through its Theological and Scholastic forms, with a careful study of the beginnings of the Scientific movement, which so profoundly influenced thought later. Ample time is allowed for reading,

discussing, and thoroughly assimilating the principles that appear from period to period.

Winter Term—Four hours a week.

Modern Philosophy.

Beginning with the independent systems based upon scientific theories set forth in the Fifteenth and Sixteenth centuries, this term's work traces thought through the critical systems of Locke, Kant, and others to the Positivistic movement of the early Nineteenth Century. Time is taken for the study of Twentieth Century schools as revealed in current thought.

Spring Term—Four hours a week.

GENERAL COURSE.

This series of studies constitutes a year's work and is intended as a constructive view of the subject based on critical methods. It is foundation work on which to build a personal system of philosophy. The course began in 1912-13, and will be given in each alternate year thereafter.

Epistemology.

Here is considered one of the two great questions of Philosophy. How is knowledge possible? The laws and forms of valid thought, the possibilities and limitations of reason critically expounded afford a basis for consistent thinking.

Fall Term—Four hours a week.

Metaphysics.

The other of the two great questions, "What is reality?" engages human thought irresistibly. Out of it

spring many problems, understanding of which is necessary to a comprehensive view of the world.

Winter Term—Four hours a week.

Theism.

In this course one special aim is held in view. In the light of the previous study the thought is directed to the development and discussion of the generally accepted philosophy of the modern religious world, the Philosophy of Theism. The personal element is again made prominent—the development, each for himself, of a positive, practical philosophy of life and living. Bownes's Philosophy of Theism is taken as a basis of study.

Spring Term—Four hours a week.

Logic.

This course is studied with an eye to the practical application of its principles to reasoning and scientific investigation. Both the inductive and deductive phases of the subject are studied as presented in standard texts, and numerous references and frequent written praxes illustrate the principles and fix them in memory. The work is as little theoretical and formal and as much concrete and practical as possible.

Fall Term—Four hours a week.

Ethics.

This course covers the subject in three phases: First, the historical, giving in broad outline the origin and growth of ethical ideas from primitive society to the most highly civilized; second, ethical theories are discussed; and, third, the ethical principles thus derived are applied with special reference to the social and industrial prob-

lems of to-day. Dewey and Tufts' text is used as a basis of study.

Winter Term—Four hours a week.

Christian Evidences.

The aim of this course is to present the historic and practical rather than the philosophic ground of Christian belief. Hopkins' Evidences is used and constantly compared with Fisher and other authorities.

Spring Term—Four hours a week.

LATIN.

PROFESSOR VERRY.

I.

1. Livy, Books XXI., XXII.

The history of the Punic Wars is used as a basis for a fuller history of the early republic. Lease's *Livy*.

2. Cicero, De Senectute, and De Amicitia.

The fall term is devoted to the study of Roman Philosophy, using Cicero's essays as a basis, with occasional reference to his Tusculan Disputations. Kelsey's *Cicero, De Senectute, and De Amicitia*.

3. Horace, Odes, and Epodes.

In connection with the Odes, a study is made of the "Golden Age" of Augustus. Especial attention is paid to the different meters of Horace. Bennett's *Horace*

Throughout the Year—Four hours a week.

II.

1. Tacitus, Agricola, and Germania.

These works of Tacitus are used as a basis for a study of the "Silver Age" of Trajan. Attention is given to the state of civilization of the contemporary Britains and Germans. A careful analysis of the Roman styles of biography is made. Gudeman's *Tacitus*.

2. Tibullus, Propertius, and Ovid.

A selection of the elegiac poems of these three poets—a study in careful translation—dealing largely with their relations to the patrons of literature in the Augustan age, Mæcenas, Messalla, and Pollio.

3. Terence and Plautus.

The *Mortellaria* of Plautus and the *Adelphoe* of Terence are read as models of Roman Comedy.

Throughout the Year—Four hours a week.

GREEK.

PROFESSOR VERRY.

I.

1. Xenophon, *Anabasis*, Books II., III., IV.

The grammatical work is emphasized, and especial attention given to forms, idioms, and syntax. Smith's *Anabasis*.

2. Homer, *Iliad* Books I., II., III., and Selections.

Emphasis is placed upon the Epic Dialect and Syntax. Mythology. Homeric Hexameter. Sterret's *Iliad*.

3. **Odyssey, Books I., II., III.**

Perrin and Seymour's *Odyssey*.

Throughout the Year—Five hours a week.

II.

1. **Lysias, Orations.**

A study of Grecian Oratory and the History of the period. Prose Composition. Waite's *Lysias*.

2. **Plato, Apology, and Crito.**

Greek Philosophy. Kitchell's *Plato*.

3. **Introduction to Greek Drama.**

Two plays will be read. Attention given to Greek meters and study of the Greek Theater. White's *Ædipus Tyrannus*. Bate's *Iphigenia in Tauris*.

Throughout the Year—Four hours a week.

History of Greek and Roman Literature.

A course in English planned to familiarize the student with the great body of Greek and Roman Literature—epic and lyric poetry, drama, oratory, history, and philosophy; tracing the development of these, the one from the other as influenced by the advance in civilization of the Greek and Roman people. Fowler's *Histories of the Ancient Greek and Roman Literatures*.

Winter Term—Four hours a week.

Mythology.

A course tracing the origin, growth, and significance of the myths and legends of both ancient and medieval peoples, and the influences these have exerted on art and modern English poetry. Fairbanks' *Mythology*. Guerber's *Myths of Northern Lands*.

Spring Term—Four hours a week.

ENGLISH LANGUAGE AND LITERATURE.

PROFESSOR WARD.

1. Freshman English.

Prose: A Study of the Forms of Literary Prose. Critical analysis of Prose masterpieces with the aim to discover the principles of Composition. Weekly themes. Intensive study of the Paragraph, and Essays in Narration, Description, Exposition, and Argumentation.

Poetry: A Study of the Nature and Forms of Poetry. Critical analysis of standard types of Epic, Dramatic, and Lyric Verse. Written studies designed to develop facility in interpreting the form and subject-matter of poetry.

Throughout the Year—Three hours a week.

Required of all students.

2. Rhetoric.

The aim of the course is to develop a clear and forcible style of writing. The principles of style and the characteristics of the different forms of literary prose are studied by analysis of these forms as they appear in the works of standard writers. Each student will write and submit for criticism a series of themes in the standard forms of Prose: Exposition, Argumentation, Narration, Description.

Fall Term—Four hours a week.

Preliminary to courses in English Literature.

3. Shakespeare.

Three representative plays will be studied in detail with special reference (1) to interpretation, and (2) to the principles of dramatic art as these are exemplified in the writings of Shakespeare. Outline studies embracing

detailed analysis of plot, character, and literary qualities are required. Special topics are assigned for personal investigation. Students are encouraged to gather stores of memory gems.

Winter Term—Four hours a week.

4. Literary Interpretation.

This course includes :

1. Lectures on the nature of literature and on the spirit and method of literary analysis.
2. Many written and oral analyses by the class of short poems and of prose selections from the best English and American authors.
3. One rather exhaustive analysis by each student of some selected masterpiece.

The aim of the course is to cultivate the faculty of seeing what is the most worthy of attention in a piece of literature.

Spring Term—Four hours a week.

5. Bible Literature.

In this course no attention will be paid to doctrinal discussions, but the Bible will be studied purely as literature, with a design of acquainting the students with the wealth of literary form and the profound subject-matter of the Hebrew Scriptures. The standard literary forms, History, Story, Epic, Lyric, Idyl, and Drama, will be traced. Something of the molding influences of Bible thought, imagery, and language upon English Literature will be pointed out.

Winter and Spring Terms—Four hours a week.

6. The Poetry of Browning.

The study of selected poems grouped according to subject-matter is so directed as to reveal the depth and versatility of Browning's genius. Emphasis is laid upon Browning's presentation of the soul's struggles and aspirations, and upon the inner harmony that usually exists between the subject-matter and the form of his poetry. Daily written analyses are required.

Fall Term—Four hours a week.

7. The Poetry of Tennyson.

Selected poems are studied with a view to tracing the growth of Tennyson's mind and art, and to discovering his attitude toward contemporary life and thought. Daily written analysis of each poem selected for minute study, embracing interpretation of subject-matter and discovery of literary qualities, is required. Special topics on the chief characteristics of Tennyson's thought and poetic workmanship will be assigned for individual investigation.

Winter Term—Four hours a week.

8. Prose Fiction.

The course in Prose Fiction is designed to aid students to form mental habits that will make novel-reading a means of intellectual growth and healthful spiritual pleasure; it recognizes the fact that most people will continue throughout life to be readers of fiction. One work of standard fiction will be analyzed in detail to discover the principles that underlie this form of literary art. The aim of the work, and the handling of plot, character, and setting, will be studied at length. A number of other novels supplementary to the one selected for minute examination will be studied less in detail.

Spring Term—Four hours a week.

9. Nineteenth Century Prose.

The course in English Prose will have a twofold object: (1) A study of prose style exemplified in the writings of recognized masters; (2) a comparative study of the æsthetic, ethical, and social teachings of the writers selected. Representative writings of Macaulay, De Quincey, Carlyle, Ruskin, Arnold, Newman, and Emerson will furnish the material for study. Individual topics will be assigned for exhaustive investigation.

Fall Term—Four hours a week.

10. English Poetry.

This course affords a more extended inquiry into the nature and forms of Poetry than could be given in the required course. The laws of versification, the problem of artistic unity and symmetry, and the effect of imaginative conception and poetic ornamentation are studied in detail. Primary attention will be given to lyric verse, but other types will be examined.

Spring Term—Four hours a week.

11. Argumentation.

Analysis of selected argumentative speeches; a study of evidence and methods of proof; practice in brief-making; formal debates.

Fall Term—Four hours a week.

FRENCH.

PROFESSOR CRONISE.

1. Grammar, Thieme, and Effinger.

Composition and oral drills, with prose reading and special attention paid to pronunciation, form the term's work.

Fall Term—Four hours a week.

2. French History, Super.

Readings from French History, by Super, afford an opportunity to study standard authors in their presentation of French national life. Grammar and Composition are continued twice a week.

Winter Term—Four hours a week.

3. French History, Super.

History is continued with advanced grammar work once a week.

Spring Term—Four hours a week.

4. *Athalie*, Racine; *Le Cid*, Corneille.

The study of these two classics is supplemented by selections from French prose.

Fall Term—Four hours a week.

5. Anthology of French Prose and Poetry.

This text comprehends a survey of the most renowned authors from the sixteenth century to the twentieth.

6. *Graziella* or *Jocelyn*, Lamartine.

In connection with the study of Lamartine, advanced composition and dictation, with French conversation, will be made distinct features of the term's work.

Spring Term—Four hours a week.

7. Drama and Lyric Poetry. *Ruy Blas*, Victor Hugo.

The Drama and Lyric Poetry of the nineteenth century is accompanied by written analyses of assigned French Lyrics. *Ruy Blas* forms the basis of a study of Victor Hugo.

Fall Term—Four hours a week.

8. Daudet.

In addition to the study in class of the works of Daudet, texts are assigned for outside reading, and reviews of these texts are to be read in class. Composition and conversation are continued.

Winter Term—Four hours a week.

9. Corinne, Mme. de Stael.

On this text is based a study of Italian art, architecture and travel. The class is conducted as largely as possible in the French language.

Spring Term—Four hours a week.

GERMAN.

PROFESSOR CRONISE.

1. Die Jungfrau von Orleans, or Wilhelm Tell, Schiller.

In connection with these texts, subjects for class papers are assigned. Composition and conversation once a week, based on German Composition, Pope.

Fall Term—Five hours a week.

2. Der Trompeter von Säkkingen, Scheffel.

German Composition, Pope, is the basis for composition and conversation once a week.

3. Ein Kampf um Rom, Felix Dahn.

This text is supplemented by a continuation of composition and conversation once a week.

Spring Term—Five hours a week.

4. **Nathan der Weise, Lessing.**

Papers on this text are required. Supplementary reading is assigned.

Fall Term—Four hours a week.

5. **Bilder aus der Deutschen Litteratur, Keller.**

This text is the basis for a general survey of German literature, with numerous selections from authors studied.

Winter Term—Four hours a week.

6. **Faust, Goethe.**

A careful psychological study of author and text, with assigned topics for papers.

Spring Term—Four hours a week.

7. **Conversation.**

A class in German and in French conversation is offered to supplement the conversation in other classes.

Throughout the Year—Once a week.

BIOLOGY.

PROFESSOR KENOYER.

The general courses in Biology are primarily cultural in aim. The advanced courses are intended as a basis for more advanced work along some chosen line.

The biological laboratory is commodious, well lighted, and supplied with microscopes, microtomes, baths, ovens, charts, models, and biological materials. A good department library is conveniently located in the laboratory, so as to be accessible when needed.

The students of the department are encouraged to work independently, and are furnished with an ample supply of material.

A uniform fee of one and one-half dollars is charged for the regular laboratory courses. The rates for special courses will be governed by the nature of the work done and material used. Reasonable care in the use of apparatus is expected. Breakage will be charged in addition to the fee.

All the following courses are open to those who have had a year in elementary biology. General Chemistry is a desirable precedent to the biology courses, particularly to Bacteriology and Agriculture.

I. **Botany.** This is an advanced general course in structural and physiological botany and taxonomy, extending throughout the year.

1. **General Morphology** of the Thallophytes and Bryophytes.

The study of typical forms from the local flora. Studies in the development of the plant body, differentiation of tissues, and the origin of sex.

Fall Term. Two lectures and recitation periods and four laboratory periods. Four hours' credit.

2. **General Morphology** of the Pteridophytes and Spermatophytes.

Some attention will be given to plant histology, and each student will be expected to make several permanent slides.

Winter Term. Two lecture and recitation periods and four laboratory periods a week. Four hours' credit.

3. **Ecology and Taxonomy.**

Lectures, recitation, and field work in plant relations. Individual study and survey of a characteristic plant

society. In taxonomy special attention is given to our native trees.

Spring Term. Two lecture and recitation periods and at least four field periods a week. Four hours' credit.

Histology.

These courses comprise a detailed study of the origin and structure of various tissues. The two courses are given in alternate years.

1. Plant Histology.

A Study of the structures of our common plants from the standpoint of development and function. Training in microscopic measurements and general microtechnic.

Fall Term, 1915—One lecture and six laboratory periods a week. Four hours' credit.

2. Animal Histology.

Includes training in the methods of killing, fixing, and sectioning tissues and recognition at sight of the various tissues. Especial attention given to human histology.

Fall Term, 1914—One lecture and six laboratory periods a week. Four hours' credit.

Agriculture.

Designed not so much to give technical training as to cover the leading facts and laws regarding the culture of plants and animals, and other matters of general information.

Includes a study of the laws of heredity with reference to breeding and selection, of various soils as regards their relation to plant life, and of improved methods of planting, growing, and harvesting the more important farm

crops. In the spring term considerable attention will be given the insects and plant and animal diseases which are of economic importance. Free use is made of the publications of the U. S. Department of Agriculture.

Winter and Spring Terms, 1914—Two lectures and four laboratory or field periods. Four hours' credit each term.

Bacteriology.

This course aims to give a practical knowledge of bacteria and their importance in the household, in agriculture, in the industrial world, and in disease production. Attention will also be given the rôle of the yeasts and molds in fermentation and decay, the diseases caused by animal parasites, and the principles of sanitation and personal hygiene. The library is well equipped with reference works, and much of the work will be in the form of topics for reading and report.

Winter and Spring Terms, 1913. Two lecture and four laboratory periods. Four hours' credit each term.

II. General Zoölogy.

The course extends throughout the year and aims to give a comprehensive knowledge of the subject.

1. The first half year is devoted to a study of the representative types of invertebrates.

2. The second half year is devoted to a study of representative types of vertebrate animals, the careful dissection of a few typical vertebrates, and a small amount of systematic work on fishes, birds, and mammals.

Twelve hours' credit for the year. Two lecture and recitation periods and four laboratory periods a week.

DOMESTIC SCIENCE.**1. Foods.**

This course includes the subject of foods and food preparation in its scientific and economic phase. The study of the nutritive principles as these are found in different foods, and the method of cooking foods for the diet.

Two recitations and two three-hour laboratory periods each week. Fee, \$5.00 a term. The course extends throughout the year. Prerequisites: Chemistry, Botany, Physics, Zoölogy.

2. Advanced Cookery.

This is a continuation of Course I. It includes the planning, serving, and marketing of food. Dietaries are studied; also demonstration work.

Two recitations and two three-hour laboratories a week. Fee, \$5.00 a term.

3. Sick-Room Cookery and Home Nursing.

Study of patient under home conditions.

One three-hour laboratory a week. Fee, \$2.00.

Prerequisites: Courses I. and II., Bacteriology, Personal Hygiene, and Home Sanitation.

4. Home Sanitation.

A study of the location of houses, house plans, heating, lighting, ventilation, plumbing. Prerequisites: Personal Hygiene, Chemistry, and Bacteriology.

Two recitations a week. Fall term.

5. Home Decoration.

A study of interior decoration from the standpoint of utility, economy, and beauty.

Two recitations a week. Winter term.

6. Personal Hygiene and Sanitation.

A study of the person, clothing, and surroundings from a sanitary viewpoint.

One recitation a week. Throughout the year.

7. Home Management.

A study of the division of income and the management of homes in various conditions of life. Prerequisites: Foods, Cookery, Textiles and Clothing, Home Sanitation, and Decoration.

One hour a week.

8. Textiles.

A study of the different fibers and fabrics, and the evolution of spinning and weaving. The laboratory work consists of the drafting of patterns and the making of useful garments.

One recitation and one three-hour laboratory a week. Throughout the year. Fee, \$1 a term.

9. Textiles II.

A continuation of Course 8. Colors and styles for individuals will be studied; also the history of costume. Laboratory work will consist of a tailored waist, skirt, and dress. Applied design will be studied.

One recitation and one three-hour laboratory a week. Throughout the year. Fee, \$1 a term.

10. Theory and Practice of Teaching Domestic Art.

The course considers the place of Domestic Art in education and its relation to the various subjects in the curriculum. It includes the outlining of courses of study for various schools and the development of lesson plans.

Practical work consists of teaching and assisting in practice classes.

One recitation and one three-hour laboratory period a week. Throughout the year. Fee, \$2.

11. Theory and Practice of Teaching Domestic Science.

A study of the purpose of Domestic Science in education and methods of teaching it in all grades. The making out of courses of study and the development of the lesson plan. Practical work will consist in teaching and assisting with the practice classes.

One recitation and one three-hour laboratory period a week. Throughout the year. Fee, \$2.

SCHEDULE.

Recitations.

Home Sanitation—Tuesdays, 8:20 to 9:10; A Foods—Mondays and Thursdays, 9:10 to 10:00; B Foods—Wednesdays and Fridays, 10:20 to 11:10; Personal Hygiene—Monday, 10:20 to 11:10; A Textiles—Wednesday, 11:10 to 12:00; B Textiles—Thursday, 11:10 to 12:00; Home Sanitation—Friday, 11:00 to 12:00.

Laboratories.

B Textiles—Tuesday, 9:10 to 12:00; A Foods—Monday, 2:50 to 4:20; Wednesday, 2:00 to 4:20; B Foods—Tuesday, 2:50 to 4:20; Friday, 2:00 to 4:20; A Textiles—Thursday, 2:00 to 4:20.

PHYSICAL SCIENCE.

PROFESSOR RIGGS.

The Physical Science laboratories are well located and equipped with apparatus and materials necessary for the

work comprehended in the courses offered. Individual work is emphasized. The lecture-laboratory method of instruction is employed in all the work of the department.

Culture is the primary aim of the courses offered, but the foundation is well laid for technical training.

Students contemplating professional pursuits will find these courses adapted to their needs.

All students taking laboratory courses are required to deposit with the treasurer an amount sufficient to cover cost of materials used and apparatus broken or injured beyond ordinary wear. At the end of the course the balance of deposit not used will be returned to the student. The amount of deposit is regulated by the nature of the work pursued. In General Physics a uniform deposit of \$2.00 is required; Chemistry 1, 2, and 3, \$3.00.

CHEMISTRY.

The courses in chemistry are designed to meet the needs of three classes of students: Those who wish to gain an elementary knowledge of the subject as a part of a general culture course, those who intend to pursue some technical application of science, and those who intend to take up chemistry as a profession and so desire a broad foundation for advanced work.

No liberal education is complete without a course in chemistry, because the subject matter is of fundamental importance in every-day life. The application of chemistry to commercial problems has broadened the field, and has also increased the demand for men and women trained in this line of work.

In order to meet this demand the course has been strengthened and apparatus supplied to meet the new requirements.

Four years of chemistry are now offered; in addition one year of research work leading to baccalaureate thesis is now open to students who show ability for original work along this line. The student who selects chemistry as a major and satisfactorily completes the course outlined below will be prepared to enter technical schools as a candidate for advanced degrees—to take up remunerative work as a technical or analytical chemist, or to engage in teaching chemistry.

Although there are no prerequisites for Course I., other than those for admission to the college, it is advised that those who elect chemistry present one year of elementary physics.

1. General Chemistry.

An elementary study of the chemical elements and of the fundamental principles and theories of chemistry.

Throughout the Year—15 unit hours.

Recitation and lectures—2 p.m., Monday, Tuesday, and Wednesday.

Laboratory—From 2:00 till 3:40 p.m., Thursday and Friday.

Laboratory Fee—\$3.00.

2. Qualitative Analysis.

A laboratory method for the detection of the common cations and anions is closely correlated with a distinct advance in physical chemical theory.

First Half Year—7½ unit hours.

Recitations and Lectures—2 p.m., Thursday and Friday.

Laboratory—2:00 to 3:40 p.m., Monday, Tuesday, and Wednesday.

Laboratory Fee—\$3.00.

Prerequisite—Course I.

3. Organic Chemistry.

A study of the aliphatic and aromatic compounds of carbon. Representative compounds will be prepared in the laboratory.

Second Half Year— $7\frac{1}{2}$ unit hours.

Recitations and Lectures—Thursday and Friday.

Laboratory—2 p.m., Monday, Tuesday, and Wednesday.

Laboratory Fee—\$3.00.

Prerequisite—Course I.

4. Elementary Quantitative Analysis.

A study of the methods of gravimetric and volumetric analysis.

Throughout the Year—15 unit hours.

Lectures and Quizzes—1:10 p.m., Thursday and Friday.

Laboratory—2:00 to 3:40 p.m., Monday, Tuesday, and Wednesday.

Laboratory Fee—\$3.00.

Prerequisites—Courses I. and II.

5. Physical Chemistry.

A study of chemical dynamics, speed of reactions, and mass relation, melting and boiling points, electrical conductivity, and calorimetry.

First Half Year— $7\frac{1}{2}$ unit hours.

Lectures—1:10 p.m., Tuesday and Wednesday.

Laboratory—2:00 to 3:40 p.m., Monday, Tuesday, and Wednesday.

Laboratory Fee—\$5.00.

Prerequisite—Courses I., II., III.

6. Industrial Chemistry.

Water, gas, and food analysis. The work will be varied to meet individual needs.

Second Half Year— $7\frac{1}{2}$ unit hours.

Recitations and Lectures—1:10 p.m., Tuesday and Wednesday.

Laboratory—2:00 to 3:40 p.m., Monday, Tuesday, and Wednesday.

Prerequisite—Courses I., II., III.

GENERAL PHYSICS.

Mechanics, Heat, Electricity, Magnetism, Sound, and Light.

Recitations—11:10 a.m., Tuesday, Wednesday, Thursday, and Friday.

Throughout the year.

Prerequisite—Elementary physics, algebra, trigonometry.

GEOLOGY.

1. Materials of the Earth and Physiographic Geology.

Fall Term—4 unit hours.

2. Continental Evolution.

Winter and Spring Terms—8 unit hours.

MATHEMATICS.

PROFESSOR YOTHERS.

1. College Algebra.

The work in Algebra consists of a rapid review of quadratic equations, followed by the study of arithmetic,

geometric, and harmonic progressions, and binomial theorem, the theory of logarithms with their computation and use, choice and chance, some elementary work in the theory of equations, the solution of equations of higher degree than the second, graphs, complex numbers, and determinants.

Fall and Winter Terms—Five hours a week.

2. Trigonometry.

Plane, analytical, and spherical. The ratio method of defining the trigonometric function is used. In connection with this course numerous practical problems relating to surveying, navigation, geodesy, and astronomy, are discussed.

Spring Term—Five hours a week.

3. Analytic Geometry.

The work includes straight lines, circles, loci, and the conic sections, together with a discussion of the general equations of the second degree.

Fall Term—Four hours a week.

4. Differential Calculus.

Differentiation, successive differentiation, function of two or more variables, change of variable, indeterminate forms, maxima and minima, development of functions into series, tangents, normals, asymptotes, curvature, evolutes, envelopes, and curve tracing.

Winter Term—Four hours a week.

5. Integral Calculus.

Integration, the inverse of differentiation, fundamental rules and methods of integration, integration of irra-

tional, trigonometric, and exponential functions, successive integration, multiple integrals, application of the principles of calculus to problems of area and volume.

Spring Term—Four hours a week.

6. General Astronomy.

The fundamental concepts and problems of Astronomy. As comprehensive a treatment of the subject as descriptive methods will permit.

Winter Term—Four hours a week.

7. General Astronomy.

A continuation of Course VI. Practical work in uranography one evening each week.

Spring Term—Four hours a week.

Elective courses in Higher Mathematics are offered as occasion arises.

HISTORY AND POLITICAL SCIENCE.

PROFESSOR GARWOOD.

I. American History. Covers the entire period of American History.

Elson's "History of the United States of America" is used as a text. This is largely supplemented by lectures, collateral readings and note-taking, maps, and term papers. Four hours per week for the year.

Alternates with Course II. Given 1912-13.

II. European History.

A. English History. This course will follow Cheyney's "A Short History of England," supplemented by "Readings in English History," by the same author.

Fall Term—Four hours per week.

B. The Development of Modern Europe. The winter term will cover "The Eighteenth Century," "The French Revolution and the Napoleonic Period." Robinson and Beard's "The Development of Modern Europe," Volume I., and "Readings in Modern European History," by the same authors will serve as a guide and text.

Four hours per week.

The Spring Term will cover Europe since the Congress of Vienna. Special attention to Economic and Social tendencies. Volume II. of Robinson and Beard's "Development of Modern Europe," and Volume II. of "Readings in Modern European History" will serve as a guide.

Four hours a week.

POLITICAL SCIENCE.

I. This is an introductory course in Political Science. It is a theoretical study of the nature, organization, and functions of the State. Gettell's "Introduction to Political Science," supplemented by "Readings in Political Science," by the same author will serve as a guide.

Fall Term—Four hours a week.

II. American Government and Politics. This heading will render obvious the nature of the course. Beard's "American Government and Politics," supplemented by "Readings in American Government and Politics," by the same author, will serve as a text.

This may be supplemented by informal lectures, collateral readings and quizzes.

Winter and Spring terms, four hours a week.

The Course in Political Science will be given 1913-14 and will alternate with Sociology.

ECONOMICS AND SOCIOLOGY.

I. Introduction to Economic Science. This course should precede all work in the Social Sciences, and is a fundamental course. Emphasis on the social point of view. A suitable text will be used, supplemented by a large amount of problems. Class discussions, with oral and written reports, will feature in the course.

Winter and Spring terms—Four hours a week.

II. Economic History of the United States. This course aims to furnish the facts for future work of a theoretical nature. Bogart's text will be used, supplemented by Callendar. Comparisons with English experience will be noted in Cheyney, Gibbins, Cunningham, and Ashley.

III. Social Psychology. This is a study of the social mind. The laws of mob-mind, "craze," fashion, conventionality, custom, public opinion, leadership, and innovation. Text, Ross, "Social Psychology."

Fall Term—Four hours a week.

IV. General Sociology. This course aims to show the nature and content of the science. It will discuss the origin and growth of social institutions, the nature of society, the interdependence of the individual and society. Gidding's "Elements of Sociology," supplemented by "Readings in Descriptive and Historical Sociology," by the same author.

Winter Term—Four hours a week.

V. Modern Social Problems. This course will consider the family, growth of population, immigration, the negro, the problem of the city, poverty and pauperism, crime, socialism, and education and social progress. Special emphasis will be placed on the family in the Spring Term of 1913. Texts, Ellwood's "Sociology and Modern Social

Problems," and Dealey's "The Family in Its Sociological Aspects."

Spring Term—Four hours a week.

EDUCATION AND PSYCHOLOGY.

PROFESSOR MASTERS.

HISTORY AND PHILOSOPHY OF EDUCATION.

1. General History of Education.

A general course tracing the progress of education from the earliest times to the present. It includes a careful study of the great educational movements, authors, and reformers, as well as the great educational classics, as they bear upon the present-day ideals and philosophy of education. Monroe's "Textbook in the History of Education" is used.

Fall Term—Four hours a week.

2. Modern History of Education.

A course covering the educational movements of the nineteenth century and giving some consideration to the development of the educational systems of modern nations. Special attention is given, however, to the growth of the educational ideas and systems of the United States, and finally to those of our own State, with their organization, laws, etc. Monroe is followed by Dexter's "History of Education in the United States."

Winter Term—Four hours a week.

3. Philosophy of Education.

A general course in the philosophy of modern education. Following the thorough study of the history of education, it views the subject from the historical, socio-

logical, and philosophical standpoint, rather than the psychological or scientific, as is quite common. Rosenkranz and Horne are used as texts.

Spring Term—Four hours a week.

PRINCIPLES AND METHODS OF EDUCATION.

1. Principles of Education.

A comprehensive course in the Principles and Science of Education with a view of preparing those versed in psychology for the profitable study of general and special methods. Horne, or an equivalent text, will be used and much supplementary work required.

Fall Term—Three hours a week.

2. General Method.

This course should follow the course in "Principles of Education," and passes quickly to the study of the general principles of method. These are developed by a study of current methods, by observation, and by practice in the handling of special topics. While this is foundation work it is made specific and practical from the start.

Winter Term—Three hours a week.

3. Special Methods.

In this course the general principles of method are applied to the teaching of the different branches. Along with practice in the preparation and presentation of typical lessons, a careful study and comparison of current methods, and extensive visiting and observation in public schools, there is the careful study and working out of set problems in method at first hand.

Spring Term—Three hours a week. This year's work will be given in 1913-14, and will be given in alternate years hereafter.

SCHOOL SUPERVISION AND ADMINISTRATION.

1. School Supervision.

This views school management from the standpoint of the principal and the superintendent, as well as the teacher, and includes the general principles and many of the details of the high-school problem, as well as the organization, supervision, and administration of a system of public schools for smaller communities and cities. Here, as in other courses, the textbook work is supplemented by readings, original themes, assigned problems, class demonstrations, and lectures.

Fall Term—Three hours a week.

2. School Administration.

This course views school management from the standpoint of the principal and teacher. Full consideration is given to all the relationships of teacher, pupil, and parent, to the organization and management of the school, to the correlation of studies, to the choice and use of textbooks, and to many other problems of the schoolroom. The textbook work is supplemented as above.

Winter Term—Three hours a week.

3. Educational Problems.

The work of this term will be given to a first-hand study of some of the many educational problems of today, among them the problem of rural schools, the unification of our school system, compulsory education and child labor, vocational education, promotion and grading, and such other problems as time permits. Standard authors are consulted, current journals referred to, observations and comparisons made, and other means adopted to make the work inspiring and thorough.

Spring Term—Three hours a week. This year's work will be given in 1914-15, and in alternate years thereafter.

PSYCHOLOGY.

1. General Psychology A.

This is a general course in systematic psychology from the introspective viewpoint, and following the analytical method. In addition to the mastery of a standard text, much supplementary work is required. The practical value of a thorough drill in current psychological terms and classifications is not forgotten. James, or other standard text, is used, and much library work is done on important subjects.

Fall Term—Five hours a week.

2. General Psychology B.

Also a general course, but presented by the synthetic method and developed in the functional order. Judd, or other standard text, affords a basis for work. A supplementary laboratory course is offered, the student being provided with a comprehensive manual and adequate apparatus. This course requires two hours a week through the term. The work of demonstrations, class experiments, and library references is supplemented by lectures on special topics.

Winter Term—Four hours a week.

3. Genetic Psychology.

Here the subject is presented from still another point of view. But brief attention is given to the origin of consciousness and conscious processes in animal forms, but a careful study is given to the development of mind

in the child and the race. The literature of child psychology is considered, with a study of the more important problems of childhood and adolescence. There are also lectures and reports on assigned topics, as well as textbook work. This course must be preceded by one of the courses described above, preferably both.

Spring Term—Four hours a week.

Notes.

1. For preparatory work in education, see explanation of "Teachers' Course," in the Academy.

2. Those wishing to secure State certificates must take nine term-hour credits in General Psychology, and twenty-one term-hour credits in other lines of Education. See Group X., page 41.

COLLEGE PRIZES.

Armstrong Cup, Olive Uhlenhopp. One Year's Tuition.

Trustee Scholarships.

1. One year Tuition, Olive Uhlenhopp, George T. Bechtolt.
2. Two Terms Tuition, Guy C. Miller.
3. One Term Tuition, George T. Bechtolt.

Men's Brotherhood Prizes.

1. Jesse L. Tomlinson.
2. Gilbert L. Hicks.
3. Wayne E. Beck.
4. Carl Emerson.

Mrs. Brooke Prize.

Prohibition Oratorical Prizes.

1. Guy C. Miller.
2. George T. Bechtolt.
3. Wayne E. Beck.

Martin Wheaton and Mary J. Wheaton Scholarships.

Ulysses S. Piper.

Marjorie Jackson.

Jesse H. Gray Scholarship.

Thomas H. Richardson.

Nellie J. Robertson Scholarship.

Walter A. Shupp.

History Medal.

Alice Wilkins.

THE ACADEMY.

FACULTY.

FRANKLIN E. BROOKE, A.M.,
PRESIDENT.

LESLIE A. KENOYER, A.M.,
PRINCIPAL.
Biological Science.

HENRY WINFIELD WARD, A.M.,
English

FLORENCE M. CRONISE, A.M.,
German.

JOHN FRANK YOTHERS, A.M.,
Mathematics.

WILLIAM LESLIE VERRY, A.B.,
Greek and Latin.

ROSS MASTERS, Ph.M.,
Education.

LYNN EUGENE GARWOOD, A.M.,
History.

LLOYD K. RIGGS, B.S.,
Physical Science.

WALTER E. BACHMAN,
Penmanship and History.

M. W. CUNNINGHAM,
Reading.

ROBERT E. GUTHRIE,
Orthography.

THE ACADEMY.

TUITION.

Tuition: Fall term, \$13; winter term, \$12; spring term, \$11.

GENERAL STATEMENT.

The Academy provides two courses of study, the Academy Course and the Teachers' Course.

The Academy Course is for persons who wish to prepare to enter college, and, as well, for those who wish to secure a good educational foundation for life's work, and who do not wish to carry their school work further than a good secondary school education. The course is four years in length, and fits for entrance to the best standard colleges.

The Teachers' Course is intended for those who wish to prepare to teach in the public schools. In it, special attention is given to the work of teaching how to teach and to build up a knowledge of the fundamental branches.

ENTRANCE REQUIREMENTS.

Applicants for admission to the Academy course should present certificates of work previously done. Credits from schools of satisfactory standing are accepted at full value. The course presumes a thorough knowledge of all the common branches. Persons who have not completed the common-school work will find splendid opportunity to complete these subjects in the Sub-Preparatory Course, described on page 84. Those who have a good

understanding of branches taught through the eighth grade of our best public, city and county schools are entered as first-year Academy students.

GRADUATION.

Students who have completed forty-five credits in the Academy will be granted a diploma admitting to unconditional standing in the Freshman Class of the College.

Students completing a minimum of forty-two credits will be graduated from the Academy and be granted conditional entrance to the Freshman Class of the College. Fee for Academy Diploma, \$2.50.

DEBATE.

The Academy is a member of the local Forensic League. Under the direction of the League, one or more Inter-Academic debates are held each year. Preliminary debates to select the team that shall represent the Academy in the final contest offer abundant opportunity for the development of this form of public speech.

THE ACADEMY COURSE.

This is a secondary College course surrounded by all the influences of College life. The instruction is given by the professors of the College, a plan that affords the students opportunity to come into personal touch with teachers of broad culture and mature experience. The following table will show at a glance the exact requirements for completion of the course.

COURSE OF STUDY.

First Year.	Latin Lessons. English Composition, 3 hours. English Classics, 2 hours. Ancient History.	Latin Lessons. English Composition, 3 hours. English Classics, 2 hours. Ancient History.	Latin Lessons. English Composition, 3 hours. English Classics, 2 hours. Ancient History

Second Year.	Cæsar. Algebra I. Rhetoric and English Classics. Medieval and Modern History.	Cæsar and Prose Composition. Algebra I. Rhetoric and English Classics. Medieval and Modern History.	Cæsar and Prose Composition. Algebra I. Rhetoric and English Classics. Medieval and Modern History.
Third Year.	Cicero. Greek or German. Geometry. Biology or Physiology. American Literature: Themes.	Cicero. Greek or German. Geometry. Biology or Physiology. American Literature: Themes.	Cicero. Greek or German. Geometry. Biology or Physiology. American Literature: Themes.
Fourth Year.	Vergil. Solid Geometry. Physics. Greek or German. American History. English Literature: Themes.	Vergil. Solid Geometry and Advanced Arithmetic. Physics. Greek or German. Civics. English Literature: Themes.	Vergil. Advanced Arithmetic. Physics. Greek or German. Economics. English Literature: Themes.

NOTE—Those desiring to pursue Commercial branches along with the Academy course may do so by paying the additional tuition charged by the Business College. Subjects so completed will be given credit in the Academy; the maximum number allowed is six semester credits.

SUB-PREPARATORY.

To those who are not sufficiently advanced to take up the first year Academy work, we offer the following year of Sub-Preparatory work which covers the common branches necessary for entering the Academy course:

FALL TERM.	WINTER TERM.	SPRING TERM.
Arithmetic. U. S. History. Penmanship. Grammar. Orthography.	Arithmetic. One-half U. S. History. One-half Civics. Geography. Grammar.	Arithmetic. Civics. Reading. Grammar. Physiology.

DESCRIPTION OF ACADEMY COURSES OF INSTRUCTION.

ENGLISH.

1. English Language.

This course is intended as preliminary to the study of Composition and Literature. It embraces grammar, history of the language, etymology, word analysis, orthography, diacritical marking, and synonyms.

Throughout the Year—Five hours a week.

2. Composition and Rhetoric.

The primary aim of the work is to aid the student in acquiring facility and clearness in writing. Principles are studied as an aid to effective expression. Correct syntax, good usage, diction, sentence-building, paragraphing, rhetorical principles, and whole compositions are considered in order and copiously illustrated in practice. Daily written exercises are expected from each student.

Throughout the Second and Third Years—Three hours a week.

3. English Classics.

The selections for study are taken from the "Requirements for Admission" in English. The list for 1913-1915 may be found under the above title in this catalogue. The classics chosen for careful study are analyzed in detail both as to subject-matter and as to literary qualities. Frequent themes based on the portions studied are required.

Throughout the Second and Third Years—Two hours a week.

4. Literature, Themes.

1. American Literature. The course includes (1) the History of American Literature, especially of the growth of a national literature and its relation to the national life, and of the environment that surrounded individual American writers and helped to give direction to their work; and (2) the study of representative writings from American authors. A limited number of representative works will be chosen for detailed study, and on these the students will make full written reports; a much larger list will be assigned for reading and more general reports.

Throughout the Year—Four hours a week. Themes—One hour a week.

2. English Literature—Themes. The course in English Literature will have the same ends in view as indicated under American Literature. Entire selections from leading English authors will be chosen for study and reports. The debt of American writers to the older literature will be pointed out.

Throughout the Year—Four hours a week. Themes—One hour a week.

HISTORY.

1. Ancient History.

A general survey of Egyptian, Roman, Assyrian, and Grecian History. Special topics assigned for papers. Original investigation encouraged.

Throughout the Year—Five hours a week.

2. English History.

This course will follow Cheyney's "A Short History of England," supplemented by "Readings in English History," by the same author. The value of English History

to the student of American institutions and as an aid to English Literature will receive emphasis.

Throughout the Year—Five hours a week.

GERMAN.

Bacon's Grammar is used throughout the year, with written exercises and oral drills. The easy prose of *Im Vaterland*, Bacon, is introduced the latter part of the fall term and continued during the winter term. In the spring term *Immensee*, *Storm*, and *Höher als die Kirche*, Hillern are supplemented by advanced grammar work.

Five hours a week.

LATIN.

1. Beginning Latin.

A careful study is given to the elements of the language. A good working vocabulary is secured and constant comparison made of the different methods of expressing ideas in Latin and English. D'Ooge's "First Year Latin." Richie's "*Fabulæ Faciles*."

Throughout the Year—Five hours a week.

2. *Cæsar*, Gallic War, Civil War.

Selections of the more important sections of the seven books are read, with especial emphasis on sight translation and construction of the different moods and cases. Some time will be spent in sight translation of portions of the Civil War. Composition based upon the text will be required one hour a week. Allen and Greenough "*Cæsar*," D'Ooge "Composition."

Throughout the Year—Five hours a week.

3. Cicero, Orations and Letters.

Eight or more of the Orations are studied as models of Roman Oratory and as illustrating the public and private life of the Roman people. Selections from the letters are also read and constant reference made to Johnston's "Private Life of the Romans." In connection there will be sight translation of portions of Sallust. Composition based upon the text will be required one hour a week. Allen and Greenough "Cicero," D'Ooge "Composition."

Throughout the Year—Five hours a week.

4. Vergil, *Æneid*.

Books I.-VI. of the *Æneid* are read, with careful attention to the mythology and purpose of the poem. Selections will be read from Ovid's "Metamorphoses." Prosody. In connection a comprehensive study of Mythology will be made one hour a week. Greenough and Kittredge "Vergil," Fairbank's "Mythology of Greece and Rome."

Throughout the Year—Five hours a week.

GREEK.

Beginning Greek.

The fall and winter terms are devoted to word-formation and syntax, with exercises in composition and the reading of adapted passages from the *Anabasis* of Xenophon. In the spring term the first book of the *Anabasis* is read. Prose composition one hour per week. Burgess and Bonner's "First Greek Book." Smith's "Anabasis."

Throughout the Year—Five hours a week.

MATHEMATICS.**Algebra.**

Beginning Algebra. Text, Slaught and Lennes' "High School Algebra."

One Year—Five hours a week.

Geometry.

Plane Geometry.

One Year—Five hours a week.

Solid Geometry.

One-half Year—Five hours a week.

Throughout the course in Geometry, particular attention is given to the demonstration of original propositions and to the practical application of the principles of Geometry.

Algebra, or Advanced Arithmetic.

This course is adapted to the needs of those who have had the courses in Beginning Algebra and Geometry.

One-half Year—Five hours a week.

BIOLOGICAL SCIENCE.**1. Elementary Zoölogy.**

This course aims to give a general knowledge of the science, the principles involved in animal life and activity, the different phases of the subject, and a general understanding of the technical terms in common use. The course will involve a laboratory study of a few type forms in addition to the lecture, textbook, and recitation work.

Five times a week for the first half year.

2. Elementary Botany.

This course is intended as an introduction to the more advanced courses, as well as a general cultural course for those who can take only one course. This work involves some field-work and preparation of an herbarium.

Five periods a week for the last half year.

PHYSIOLOGY.

An elementary course in human physiology, anatomy, and hygiene. It includes the study of nutrition, respiration, excretion, motion, the nervous system, the special sense organs, the muscles, and the skeleton. Special attention is given to the study of narcotics and the principles of hygiene. Recitation, demonstrative lectures, and laboratory work.

Winter Term—Five hours a week.

The laboratory is supplied with charts, models, skeletons, and a large collection of permanent preparations in human histology.

PHYSICAL SCIENCE.

PHYSICS.

First Year Algebra should precede Academic Physics. A working knowledge of quadratics is required for entrance to these classes.

1. Mechanics.

The fundamentals of mechanics of solids and fluids. Recitations, demonstrative lectures, and individual laboratory work.

Fall Term—Recitations three hours, laboratory two hours each week.

2. Heat, Electricity, and Magnetism.

The work is continued as in Course 1. Special prominence is given to the practical applications of electricity.

Winter Term.

3. Sound and Light.

Continuation of the work in Courses 1 and 2.

Spring Term.

ELEMENTARY CHEMISTRY.

An elementary study of chemistry in which many practical applications of the subject are discussed, along with a development of the fundamental principles of chemical science.

Recitations—Three hours a week. Laboratory—Two hours. Throughout the year.

PHYSIOGRAPHY.

The Earth.

Its size, shape, and motions.

The Atmosphere.

Composition, motions, distribution of temperature and moisture.

The Oceans.

Distribution, tides and currents, climatic influences.

The Land.

The continents, land activities, mountain formation, land sculpture, erosion forms.

Climate Control.

Distribution of plants and animals. Field studies of local erosion forms, stream action, and glacial deposits. Systematic weather observations and preparation of weather charts.

Fall Term—Laboratory practice daily.

For discussion of subjects in first year see "Description of Teachers' Course."

THE TEACHERS' COURSES.

These courses afford superior training for those who are preparing to teach. Since this noble calling is becoming more fully appreciated and more justly compensated, it must surely attract large numbers of our best young people. It follows that those who would reap such reward must deserve it by preparing themselves thoroughly for the work. The following courses are well adapted to the needs of those who would do this.

UNIFORM COUNTY CERTIFICATE COURSE.
First Year.

FALL TERM.	WINTER TERM.	SPRING TERM.
Arithmetic. U. S. History. Geography. Grammar. Orthography.	Arithmetic. One-half U. S. History. One-half Civics. Manual Arts or Domestic Science. Grammar. Drawing.	Physiology or Sanitary Science. Civics. Reading. Music. Agriculture.

Second Year.

FALL TERM.	WINTER TERM.	SPRING TERM.
Algebra. Physics. English. Elementary Science (Zoölogy). Penmanship.	Algebra. Physics. English. Elementary Science (Zoölogy & Botany). Elementary Psychology.	Algebra. Didactics. English. Elementary Science (Botany).

DESCRIPTION OF UNIFORM COUNTY CERTIFICATE COURSE.

Aim. The aim of this course is to prepare young men and women for Uniform County Certificates. One who completes this course has command of all the fourteen subjects required for a first-class Uniform County Certificate, together with some other studies that are indispensable to the successful teacher. Young persons should not, in this day of progress, presume to teach at all, even in the rural schools, who are not planning to complete a course equivalent to this. It is the *minimum* preparation for self-respecting teachers. Those finishing the public-school course, and graduating therefrom, can take up this course to good advantage.

Common Branches. The common branches, Arithmetic, U. S. History, Grammar, Civics, Geography, and Physiology, need little explanation. They must be mastered, no matter how long it takes, but any young person with a fair start and close application can do it in a year. These subjects are presented by experienced and sympathetic teachers who know how to make them do the most good.

Art Subjects. In addition to these common branches there are Orthography, Penmanship, Reading, Music, and Drawing. These are special branches in several respects. They are especially important for the young teacher, and we give them special attention. Too many young people are disposed to neglect them for the so-called "common branches." These special branches are to be thoroughly mastered, too. It is enough to say that they will be presented in such a way as to enable one to master them and to teach them. We are especially interested in Public School Music and urge all teachers to take it.

Academy Branches.

Algebra, Physics, Economics, English, Elementary Science, etc., are taken with the regular Academy classes, and are found described under the topic, "Description of Academy Courses of Instruction," on page 81.

Professional Branches.

The work of this course, relating especially to the teacher's preparation, is as follows:

1. Elementary Psychology.

This work is based on a study of the nervous system and the brain, as well as the special senses and their training and development. Ample time is given to perception, conception, memory, imagination, the emotions, the will, habits, and the inductive and deductive methods of reasoning.

2. Didactics.

The young teacher should not undertake to teach without some knowledge of this subject. It includes the simple rules and principles of school management, of psychology, and of methods of teaching. It not only helps one to pass the examination, it also helps one to get started out right in the work. "Well begun is half done."

3. Manual Arts and Domestic Science.

This may not be thought a professional subject. Though it is not required by law either in the examination or class-room, it is yet necessary for good school work, especially in the rural schools. It, therefore, becomes a subject pursued in a professional spirit; that is, with a desire to go beyond the requirement of the law

and excel in a great profession. Every rural teacher should take it.

4. Agriculture.

What is said above applies as well to agriculture. Most of the young people taking this course will teach rural schools. Many of them were reared in town and know little of the great industry of our rural people. They owe it to the profession, though not compelled by law, to acquaint themselves with the Art and Science of Agriculture. The nature work presented in the Elementary Science, and the special work in Practical Chemistry and Sanitation, further fit for successful teaching.

GRADUATION.

Those completing this course will be admitted to the State Certificate Course, and will also receive a certificate setting forth the amount and character of the work done. They will find themselves amply prepared for examination for first-class uniform county certificates.

STATE CERTIFICATE COURSE.

First Year.

FALL TERM.	WINTER TERM.	SPRING TERM.
Latin or German. Plane Geometry. Comp. and Rhetoric 3. Classics 2. General History. Physical Training.	Latin or German. Plane Geometry. Comp. and Rhetoric 3. Classics 2. General History. Physical Training.	Latin or German. Review Algebra or Geometry. Composition and Rhetoric 3. Classics 2. Botany. Physical Training.

Second Year.

FALL TERM.	WINTER TERM.	SPRING TERM.
Latin or German. Psychology. American History. Drawing. Rhetorical Practice.	Latin or German. Psychology. American Government. Drawing. Rhetorical Practice.	Latin or German. School Management. Economics, History of U. S., or Commer- cial Geography. Vocal Music. Elocution.

Third Year.

FALL TERM.	WINTER TERM.	SPRING TERM.
Literature, English and American. Physics. Methods in Geography and Elementary Science. History of Education. Rhetorical Practice.	Literature, English and American. Physics. Methods in Arithmetic and Algebra. History of Education. Rhetorical Practice.	Literature, English and American. Sanitation. Methods in Grammar and Reading. Philosophy of Educa- tion. Rhetorical Practice.

DESCRIPTION OF THE WORK OF STATE CERTIFICATE COURSE.

Aim and Admission. This course, with the requirements for admission, affords ample preparation for a State Certificate, as well as much other work invaluable to the profession. It is made in agreement with the recommendation of the State Educational Board of Examiners.

Admission to the course may be upon first-class uniform county certificate; upon passing written examinations, under the College authorities, in the fourteen first-grade certificate subjects with an average of eighty-five per cent.; or upon completing the Uniform Certificate Course, in which case one will have fully met all of the above requirements.

Scholastic Branches. All the general courses—Latin, German, Geometry, Botany, Physics, Rhetoric, Literature,

etc.—are given thorough attention from both the academic and pedagogic standpoint. No amount of skill in imparting can make amends for deficiency of knowledge, nor can the reverse be true. Both are kept constantly in mind.

Art Subjects. The Drawing, Vocal Music, Rhetorical Practice, Elocution, and Physical Training, given in this course with the Orthography, Penmanship, and Reading, given in the Preparatory Course, afford a wealth of art work which greatly enhances the value of the teacher's training. The Rhetorical Practice consists in active participation in literary society work under the supervision of faculty members during the prescribed time.

Professional Branches. Following is a brief statement of the professional teacher's work incorporated in this course:

1. School Management.

Here we study the teacher's preparation, conduct, and habits as factors in the management of the school. Courses of study, programs, classification, promotion, government, heating, lighting, ventilating, and many other problems of interest are taken up. Frequent reports, papers, and discussions enliven the work. A standard text is used.

2. History of Education.

Two terms are given to this work. The fall term is devoted to a general view of the subject, including a study of Primitive, Oriental, Classical, Early Christian, and Modern Education, as well as a study of the lives and teachings of prominent educators of all ages and countries. The winter term is more especially devoted to

the history of education in our own country, and to the rise of our system of education, devoting particular attention to the school system and school laws of Iowa. Much supplementary work is done in this course.

3. Psychology.

This is a thorough, general course in the science, and, like the other professional work here described, is open only to those who have completed the professional work in the Preparatory Teachers' Course, or its equivalent. Texts of college standard are used as a basis, while the library is drawn upon liberally for additional research.

4. Methods.

The principles of the science of education are clearly set forth as a basis for the methods employed in the art of teaching. Particular attention is given to the study of methods and devices employed in the branches mentioned in the course. Special assignments are made, such practical applications are made as circumstances permit, and visiting and observation are employed to supplement the work. Textbooks are used in addition to much work prescribed in the class. This procures solidity, consistency, and permanency in the work, as well as flexibility.

GRADUATION.

Those who complete this three years' course receive a diploma in recognition of the work done.

THE COLLEGE TEACHERS' COURSE.

More than one-half of the high-school teachers to-day are college graduates. The per cent. is rapidly increas-

ing, and the time is at hand when a college education is the minimum demand made upon the teacher who would rise high in his profession. Leander Clark College is accredited by the State Board of Examiners and her graduates who take the requisite amount of professional work (twenty-one term-hours of education and nine term-hours of psychology) may obtain a first-class State certificate without examination. For a description of this work, see "Department of Education," on page 74.

THE COLLEGE OF MUSIC.

FACULTY.

FRANKLIN E. BROOKE,
PRESIDENT.

LAUREL E. YEAMANS,
DIRECTOR.
Piano, Pipe-Organ, and Theory.

AGNES HAUGAN,
Voice.

ZOE CANNON JONES,
Violin.

DONA HANNA,
Assistant Piano.

FLORENCE M. CRONISE,
Modern Languages.

HENRY W. WARD,
English.

LYNN E. GARWOOD,
History.

M. W. CUNNINGHAM,
Expression.

THE COLLEGE OF MUSIC.

GENERAL STATEMENTS.

The College of Music has its own building, Bright's Memorial, which it has occupied for a quarter of a century. This building is centrally located, and contains twelve rooms devoted to the Conservatory and Art Departments, including the Concert Hall. Several improvements have lately been made in the building, notably the installation of a thoroughly adequate heating system and the remodeling of the stage in the Concert Hall. All college and class plays and most of the smaller concerts and contests are now given in Phillips Music Hall. The larger concerts are given in the United Brethren Church, which is only a few steps distant, and has a seating capacity of seven hundred. In this church is the two-manual organ used by the Conservatory. The music is furnished by a quartet choir under the direction of the head of the Voice Department.

One of the strong arguments in favor of study in a College Conservatory over that in a detached school, or private studio, is the opportunity afforded the student of taking musical and literary work at the same time. Conservatory students have the same privileges as those of other departments, and are urged to avail themselves of the advantages so conveniently at hand. The attention of college students is called to the fact that credit is given toward the degrees of Bachelor of Arts and Bachelor of Science, on all theoretical work done in the Conservatory. The table of credits is given under General Information.

CURRICULUM.

The Conservatory curriculum includes Pianoforte, Pipe-Organ, Voice, Violin, Harmony, Theory, Musical History, Ear Training, and Sight Singing.

PIANOFORTE.

Pupils of any degree of proficiency may enroll in the Piano Department; especial care is given to beginners. The complaint is frequently heard that when a pupil enrolls with a new teacher he is made to start at the very beginning. In many cases this appears to be true, because the very first principles of piano technic are the ones most likely to be overlooked. With these principles well in hand, however, progress will be as rapid as the natural ability and industry of the student will allow, and all previous work will tell in the end.

Two lessons of half an hour's duration are given each week. In case of necessity, one lesson a week may be taken, although the more frequent lessons are far more satisfactory. It should be remembered that the lesson is valuable only because it is an opportunity for comparing the pupil's work with the teacher's model.

It is our aim to turn out not merely good pianists, but good musicians—students with an awakened interest for all that is best in music, and an appreciation of that broad musical foundation without which there can be no real culture.

A course of study must necessarily be more or less elastic, since no two students present the same problems to the discriminating teacher, and each must be given such treatment as will best suit his individual needs. Perfect flexibility of finger, wrist, and arm are sought, and a musical tone is cultivated from the very start. Technical exercises are freely used in bringing this about. Studies

not in the prescribed courses are used when needed, and compositions by the best classic and modern writers are studied. The following course is representative of the ground expected to be covered by each candidate for graduation, and, so far as he goes, by each student of piano:

Preparatory Grade.

Major and minor scales in varied forms and rhythms, arpeggios, and preparatory octaves Doring Op. 24; sonatas by Clementi and Kuhlau; etudes by Bertini, Brauer, and Duvernoy; lighter compositions of Mendelssohn, Mozart, and Schumann.

Intermediate Grade.

Bach Inventions; etudes by Czerny and Heller; octave studies by Wolff and James H. Rogers; sonatas by Haydn and Mozart; pieces by Godard, Moszkowski, and Schutt, as well as the classics.

Advanced Grade.

Bach suites, preludes, and fugues; Kullak octaves; etudes by Cramer and Jensen; Beethoven sonatas; compositions by Chopin, Schumann, Liszt, MacDowell, and others.

PIPE ORGAN.

The pipe organ is, perhaps, the most fascinating of all instruments, and repays most generously all the time and study spent upon it. Plans are now under way by means of which we hope to install a new two-manual reed organ in the Conservatory. The new instrument will surpass the church organ in practice value, as its manuals and pedal-board will be full compass, the action much lighter and more even, the mechanical accessories more complete, and, best of all, it will be available for practice the year round.

The purpose of this department is to fit students for church positions. There are more positions than there are competent organists to fill them. Only those who are well grounded in piano technic should commence the study of the pipe organ. Following is a representative course of the work expected to be covered by candidates for graduation:

Preparatory Grade.

Roger's Graded Materials for the Pipe-Organ; Clemens's Modern Pedal Technique; Rheinberger Trios.

Intermediate Grade.

Nillson's Pedal Studies; Rheinberger Sonatas; Merkel Trios; Bach's Shorter Preludes and Fugues; modern pieces for the organ.

Advanced Grade.

Special Pedal Studies; Bach Trios and Great Preludes and Fugues; Mendelssohn and Guilman Sonatas; Concert Pieces.

With this course the student is given practical work in hymn and service playing. Besides the regular theoretical work required of all students, the organ pupil is advised to take at least the two-term course of Simple Counterpoint.

VOCAL DEPARTMENT.

The study of singing with its broadening interests is becoming a matter of more than ordinary importance. The voice, the universal vehicle for the expression of thought and emotion, can attain its most beautiful development only in the art of singing. Only through correct breathing, proper breath control, and a full relaxation can one obtain the fullness and purity of tone so requisite to the singer.

The production of pure and resonant tone is the purpose of this course of instruction. The work is broadly based on the best methods of the old masters. Especial attention is also devoted to distinct and easy enunciation, which requires perfect vowel sounds and distinct consonants, and to artistic interpretation.

It is impossible to set down any list of studies to be strictly adhered to, as the needs of the individual pupil must be consulted and the studies varied accordingly. An idea of the work covered may be obtained from the following:

Grade I.

Breathing exercises, tone placement, exercises especially adapted to the individual; Panofka Vocal A, B, C; Concone Op. 11; easy songs and ballads in English, all songs to be committed to memory.

Grade II.

Studies for all voices by Panofka Op. 85; Concone Op. 10 and 17; songs of the modern English and old classics; arias from the Italian Opera.

Grade III.

Panofka Op. 81; Concone Op. 12; Operatic and Oratorio selections and classical songs. Pupils must be able to play accompaniments well and read vocal music at sight; must have a general knowledge of the best music of the day, and are required to sing an aria in French, German, or Italian, without notes.

SIGHT SINGING.

A sight singing class is conducted for the study of musical rudiments and of the earlier stages of singing. All conservatory students are advised to enter it, irrespective of their vocal ability. Instrumental students have need of this as much as vocal students, as it has direct

earing on piano and other musical studies. It is preparatory to private vocal study and to ordinary singing in church and home.

VIOLIN DEPARTMENT.

Preparatory Work.

De Beriot Method, Book I.; Hofmann Op. 25, Book I.; Bohmer Op. 54; Alard Op. 10, Book I.; Wohlfhart Op. 45, Book II.; Blumenstengel Scales and Arpeggios, Book I.; Alard Op. 10, Book II.; Dancla Op. 68; Hofmann Op. 51. Easy solos—Sawyer, Kriens, Kern, Franklin, Dancla.

Junior Work.

Sevcik Trill Studies Op. 7, Book I.; Mazas Op. 36; Hermann, Easy Studies in Double Stopping; Schradieck, School of Technic, Part I.; Dont, 20 Progressive Exercises; Sevcik Op. 8 and Op. 9; Kreutzer, 42 Etudes; Sevcik, Bowing; Sevcik, Trill Studies Op. 7, Book II.; Solos from Mittell's Classics, etc.

Senior Work.

Fiorillo; Sevcik; Rode, 24 Caprices; Gavinies, 24 Studies. Solo work on Concertos, etc.

A period of not less than three years' regular work required for graduation.

A class in Ensemble playing is maintained throughout the school year. Violin pupils admitted without extra charge. Outside violin players admitted for a nominal sum.

The instructor of this department makes a specialty of work with children.

THEORETICAL STUDIES.

All theoretical studies are taught in classes. In cases of necessity the work may be taken in private, but this is not advised. All classes have recitation periods of one

hour in length and meet twice each week. The students are graded on their daily work and at the end of each term written examinations are held. Failure to take an examination forfeits the pupil's grades for that term. College credit is given for any of these subjects when completed. The table of credits is given under General Information.

The course in the History of Music requires three terms to complete. The text used is Hamilton's "Outlines of Music History," and a certain amount of outside reading is required. The student is led from the beginnings of music, through the work of the early church writers, the opera, oratorio, the classic and romantic composers, and down to the present time. Representative works of the great composers are played over in class whenever possible.

Five terms are required to complete the Harmony Course. Heacox and Lehmann's "Complete Harmony" is the text and a thorough study of the scales, intervals, chords, harmonization of melodies, and modulation is made. Special opportunity is given for work at the piano.

Harmonic Analysis and Form follow the Harmony Course and require three terms' work. Analysis deals with the construction of chords as found in classic and modern compositions. The text is Lehmann's "Harmonic Analysis." About two terms is devoted to the study of musical forms and practice is here given in original composition. Bussler-Cornell's "Form" is the basis for this course.

Ear training is a two-term course and may be taken any time after the student has finished the first term of Harmony. The text is Heacox's "Ear Training."

GENERAL INFORMATION.

Entrance.

Pupils are urged to enter at the opening of the term, but they may register at any time for the unexpired portion of the term. Tuition fees are payable in advance, and at the first lesson the student is expected to show his receipt bearing the signature of the registrar of the College.

Missed Lessons.

There will be no deduction made for absence from lessons during the first or last weeks of any term. No lessons will be made up unless the student notifies the teacher before the time for his lesson that he cannot come and gives a satisfactory reason. Lessons are not given on college holidays.

Reports.

Inquiries as to the work or standing of students may be made of the director at any time, by parents or guardians; to such inquiries a frank statement will be made.

Concerts.

The recitals by members of the faculty, of which several are given each year, are among the most valuable features of the Conservatory work. Excellent artists and concert companies are brought here from time to time, and students are urged to hear them, since, affording a standard for comparison, they show what is to be sought after and what avoided.

Student Recitals.

To banish stage fright and acquire ease in the presence of the public, several student recitals are given each term.

Every pupil is expected to take part in these affairs with a memorized selection when a part is assigned by the instructor. Attendance at these recitals is required from every conservatory student.

Books and Periodicals.

A number of books upon musical subjects are found on the shelves of the library. In the reading-room are kept files of the *Musical Courier* of New York and the *Etude* of Philadelphia. Students are encouraged to use these helps to musical culture.

Rules.

Conservatory students are subject to the same rules as govern the College students, and enjoy the same privileges.

Children's Classes.

A class in Piano Instruction in the form of hour lessons twice per week, though in some cases lessons may be taken once per week, but in such cases progress is of necessity much slower, is conducted by Miss Dona Hanna, Piano Assistant.

Piano lessons (20 lessons), \$10.00.

College Credit.

Credit will be given toward the degrees of Bachelor of Arts and Bachelor of Science for all theoretical work done in the Conservatory, but no credit can be given for any of these courses unless taken in its entirety.

Harmony (5 terms) 10 hours.

Harmonic Analysis and Form (3 terms) .. 6 hours.

History of Music (3 terms) 6 hours.

Ear Training (2 terms) 4 hours.

Requirements for Graduation.

Each candidate for graduation must be of college rank, must complete the required theory; that is, Harmony, Ear Training, History, and Analysis and Form, and give an acceptable recital of about an hour's duration, in his or her major subject during the senior year. The individual requirements for these programs are left with the head of each department, and must be approved of by the Conservatory faculty.

TUITION**Piano, Organ, or Voice—**

	Fall Term	Winter and Spring Terms	Summer Term
Two lessons a week.....	\$20.00	\$17.00	\$9.00
One lesson a week.....	14.00	12.00	6.00
Twenty lessons (ass't piano)....	10.00		

Violin—**Children:**

Two lessons a week.....	\$12.50	\$10.85	\$5.50
One lesson a week.....	7.00	6.00	3.00

Adults and children over fourteen:

Two lessons a week.....	\$18.00	\$15.50	\$6.50
One lesson a week.....	10.50	9.00	4.00

Theory—**Harmony, Theory, Musical History, Public School Music,**

and Ear Training in Class.....	\$6.00	\$6.00	
Private Half-Hour Lessons.....	8.00	4.00	
Sight Singing.....	5.00	5.00	

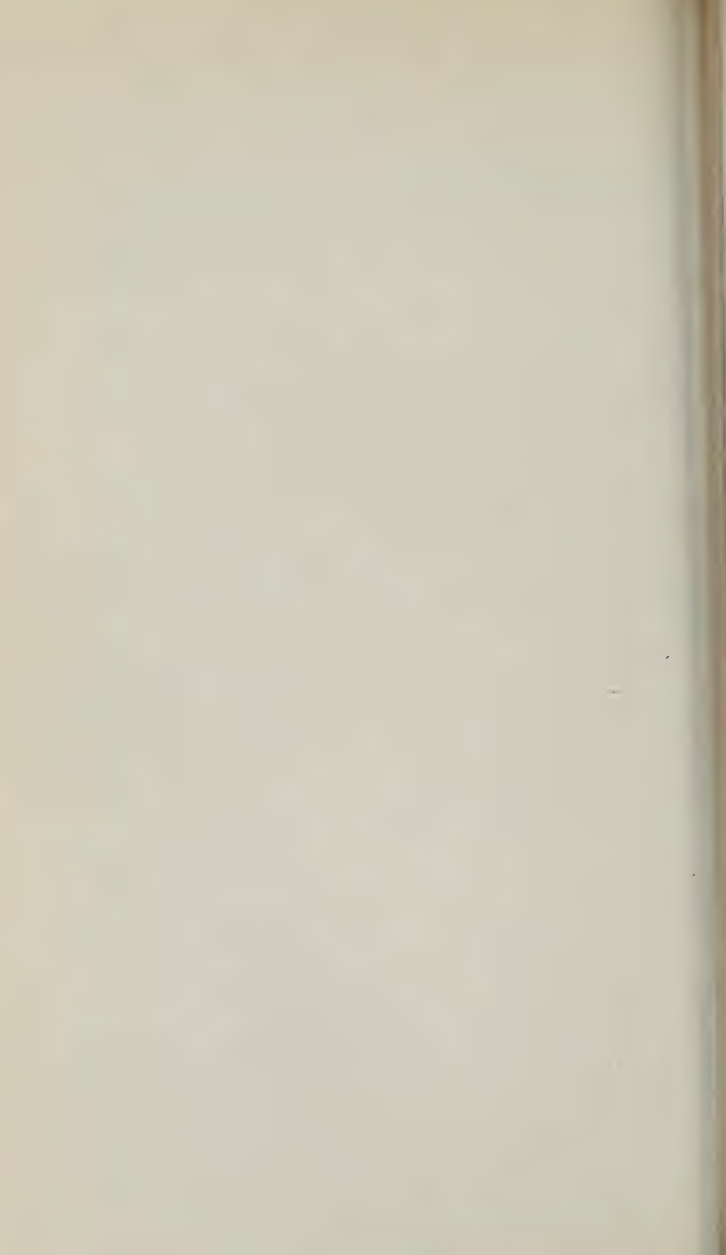
Piano Practice—

One Hour a Day	\$3.00	\$3.00	
Two Hours a Day.....	4.00	4.00	
Three Hours a Day.....	4.75	4.75	
Four Hours a Day.....	5.50	5.50	

Organ Practice

One Hour a Day.....	\$3.00	\$3.00	
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A fee of five dollars is charged for the graduation diploma.



THE BUSINESS COLLEGE.

FACULTY.

FRANKLIN E. BROOKE, A.M.,
PRESIDENT.

WALTER E. BACHMAN,
PRINCIPAL.

ROBERT E. GUTHRIE,
ASSISTANT.

Bookkeeping, Business Practice, and Commercial Law.

SPENCER NELSON,
Shorthand and Typewriting.

LUCILE WILLIAMS,
English Composition.

JOHN FRANK YOTHERS, A.M.,
Commercial Arithmetic.

HENRY W. WARD, A.M.,
English Grammar.

LECTURERS.

HON. E. C. EBERSOLE, LL.D.,
Lecturer on Commercial Law.

HON. C. E. WALTERS,
Lecturer on Common Law.

W. A. DEXTER,
Lecturer on Banks and Banking.

THE BUSINESS COLLEGE.

The Business College embraces the School of Commerce, including Bookkeeping, Business Practice, and Commercial Law, and the School of Shorthand and Typewriting.

EQUIPMENT.

The Business College now occupies entirely new compartments, having large, well-lighted rooms in the main college building. These rooms have been entirely refitted and thoroughly equipped for the Business College work. A new Burroughs Adding Machine has recently been added to the equipment of this department. The facilities for thorough training in present-day business methods and practice are unexcelled.

The methods now in use in all lines of business, from those of the ordinary retail merchant to those of the great wholesale establishments, manufacturing corporations, transportation companies, and banking institutions, are clearly and thoroughly presented.

Our aim is to be prepared in every detail to meet the requirements of the best business systems in use, and no school will be allowed to exceed us in the completeness and thoroughness of our courses.

ADVANTAGES.

We are located in one of the most beautiful and healthful cities of Iowa.

We have a Business College that, in its equipment and in the completeness of its courses, meets the requirements of the most exacting.

We have a faculty consisting of men and women who have had the best of preparation for their work, and who have had wide experience as teachers. Nearly all of them have taken the full courses of a standard college and many of them have done university work.

Then, too, all students of the Business College are given the privilege of taking any studies which they may desire in the regular College classes. Thus a student may take a regular business course and add very materially to his education and equipment for a business career by taking with it studies in the departments of Economics and History, or he may enter the regular classes in English and greatly enhance his efficiency in the use of the English language. He may also take up the line of mathematics as much as he may desire, or may follow out any course he may like best to pursue, even to a complete College course.

In addition to this privilege the students of this department have access to the Library where more than 7,500 volumes of well-chosen books are stored for the use of students.

To this add the advantages of the College athletics. Business students have equal privileges with the College students in this work. They are admitted to physical examinations, to the baseball, football, basket-ball, and track work with the regular College students, and may compete in inter-departmental and inter-class games.

The Literary Societies open their doors to the men and women of the Business College as freely and gladly as to any others. Here the advantages of literary work may be obtained in its best form. Oratory, Debate, and Parliamentary Drill, as well as splendid social privileges may be obtained in these societies.

The Y. M. C. A. and the Y. W. C. A. form the center of the religious life of the College, and they are as zealous in seeking members from the Business College as from any other part of the institution. In the former the young men, and in the latter the young women, have the very best of religious influences around them. Courses in Bible and Mission Study are furnished each term by these associations to all students in the College.

Thus we furnish not only as good as is to be had in business training, but along with this some of the best things to be had in college life, and not to be found in schools giving only Business Courses.

In looking for a school in which to take a business course think carefully of the splendid advantages offered in the foregoing statements.

SOME FACTS TO THINK ABOUT.

In perfect harmony with the progressive spirit of the business world, we have kept step with every forward movement, and are better prepared to-day than ever before to furnish our students with up-to-date business methods.

Our courses are planned to meet the most exacting demands of the business world to-day. Our methods have been proved by actual practice to be the best.

As new methods have been tried and proved worthy of a place in the best offices and counting-rooms of the country, we have given them a place in our school so that our graduates are thoroughly acquainted with the most modern methods.

Our graduates have found their places in the best offices in the land, and are filling positions of honor and trust at splendid salaries.

The teachers are men and women of education and experience. They have been trained not only in the subjects usually taught in a Business College, but also in the broader subjects of a full college course. Many of them have taken university work in the lines which they teach.

LECTURES ON SPECIAL SUBJECTS.

In addition to a well-trained faculty, we have also a course of lectures on Common Law, Commercial Law, and Banks and Banking, given by some of the best talent in the State on such subjects. Hon. E. C. Ebersole, who lectures on Common Law, has long been recognized as an authority on that subject. He is author of the Iowa Code, and of the monumental work, Encyclopedia of Iowa Law. Hon. C. E. Walters lectures on Commercial Law, for which he is peculiarly fitted by successful legal experience and by a term of service in the Iowa Legislature. W. A. Dexter, who lectures on Banks and Banking, is the wide-awake cashier of the First National Bank of Toledo. He knows the banking business thoroughly from the standpoint of practical experience. These lectures are invaluable as aids in business training.

ENTRANCE REQUIREMENTS.

No entrance examinations are required, but all graduates must have a thorough knowledge of the common branches.

COURSES OFFERED.

Short Course.

This course consists of a short course in the Theory and Practice of Business Accounting, followed by an Actual Business course, and by an Office Practice course.

The course leads to the degree of Bachelor of Accounts, and requires the following subjects:

Bookkeeping (Single and Double Entry), embracing the Theory of Accounts, and Actual Business Practice; Business Arithmetic; English Grammar; Business Letter Writing; Spelling and Defining; Business Penmanship; Commercial Law; Community Business; Office Practice in Commercial Exchange, Wholesale, Freight, Commission, Real Estate, Insurance, Banking.

This course requires six to seven months to complete.

Advanced Course.

This course should be preceded by the Short Course. It consists of advanced work in Accounting and Allied Subjects necessary to equip a man for thorough competency in business life. The course requires from a year to a year and a half to complete, and leads to the degree of Master of Accounts.

The Advanced Course embraces:

Bookkeeping, as in the Short Course; Advanced Accounting, with Office Practice Course; Corporation Accounting; Banking; Business Arithmetic; Rapid Calculation; English Grammar; Business Letter Writing; Spelling and Defining; Commercial Law; Commercial Geography.

College courses in Economics, Money and Banking, etc., may be elected in addition to the above.

POSITIONS FOR GRADUATES.

We cannot guarantee to secure positions for all of our graduates; no respectable school does so. We will, however, aid our students in securing employment, and we have no hesitancy in asserting our confidence that no young man or young woman who, by completing the courses in this school, has qualified himself or herself

for service in the business world, need ever be without employment.

TUITION AND FEES.

Tuition is \$25 for the fall term; \$20 each for the winter and spring terms.

A diploma fee of \$2.50 is charged all graduates in either course.

A fee of twenty cents a week is charged while the student is taking Office Work.

The books for the Short Course will cost about \$10; for the Advanced Course about one-half more.

SHORTHAND AND TYPEWRITING.

Just a word to those who are climbing. Never has the demand been so great in the commercial world, as at the present time, for ambitious and competent stenographers. Many young people have already availed themselves of the opportunities afforded by the constantly-increasing **business interests of the country**, yet the cry is going up all over the land for more and better-qualified office assistants. But while the demands and requirements are more exacting each year, these are in turn balanced by a corresponding increase in salary. Competent stenographers are always in demand at wages varying from \$50.00 to \$250.00 per month.

The time and money spent in learning shorthand is very small compared with the returns, for no other profession, so worthy and profitable within itself, affords such opportunities for advancement. Many men who are holding positions of honor and trust to-day owe their prominence and success to their early knowledge of shorthand.

The young man who is employed as a stenographer in the office of some commercial enterprise, and who proves himself ever faithful and alert to the best interests of his employer, is the one who is promoted from time to time and is finally given an opportunity to become a member of the firm, if he so desires.

The practical experience which a young man receives from constant contact with first-class business methods will be of inestimable worth should he determine later on to embark on a business career for himself.

The standard Graham-Pitman System is taught. It is enough to say for the merits of this system that it is used by at least half of the reporters of this country.

The advancement of the student in this work depends entirely upon his or her ability and the amount of time given to the preparation of each lesson.

The first work in the course is to master the principles as set forth in the textbook, which are firmly fixed in the mind by repeated daily drills in writing and reading exercises. After the student is able to apply the principles readily in writing words and short sentences, more advanced dictation is given, including business letters, court testimony, speeches, etc. All the work of the advanced students must be transcribed on the typewriter from the shorthand notes, after which it is corrected and approved by the teacher in charge.

That this department is first class and up to date in every respect is shown by the fact that a large per cent. of our graduates are "making good" and are holding positions at good salaries in a number of the leading cities and towns of the United States.

We teach the Touch System, and speed and accuracy must be attained before the completion of this course.

Touch typewriting is universally recognized in all standard schools as the only correct method. This system is very readily acquired, and constitutes the use of all the fingers, and the location of the keys by touch rather than by sight.

OFFICE DRILL.

Students are taught to arrange in proper form all kinds of business letters and legal papers. They are also taught to care for the machine, how to use the mimeograph, and to make copies by the use of carbon paper. The more advanced pupils are frequently given dictation at the machines for the purpose of developing speed.

MACHINES USED.

This department is finely equipped with new Underwood typewriters. There is no extra charge for the use of the machines.

GENERAL INFORMATION.

Students may enter at any time, though it would be better, if possible, to enter at the beginning of one of the three terms, as new classes are formed at this time.

DIPLOMA.

A diploma fee of \$2.50 is charged all graduates of either course.

No one will be granted a diploma from either of these courses who has not a good knowledge of the common English branches.

Those taking shorthand and typewriting may include in this course arithmetic, penmanship, spelling, and business English without extra charge.

We solicit correspondence with all who desire a thorough course in Shorthand and Typewriting.

TUITION.

Tuition for fall term, \$25.00; winter term, \$20.00; spring term, \$20.00.

SCHOOL OF ORATORY.

M. W. CUNNINGHAM,

PRINCIPAL,

Elocution, Oratory, and Public Speaking.

HENRY W. WARD, A.M.,

English Literature.

SCHOOL OF ORATORY AND EXPRESSION.

The aim of the School of Oratory and Expression is not only to awaken in the student a higher appreciation of what is best and noblest in life, literature, and art, but to a realization of his own possibilities, and to give such direction to his training that he may attain them.

The full course embraces two years' work and includes: (A) Voice Culture, Breathing, Diaphragmatic Action, Tone Production, Tone Direction, Modulation, Range, Flexibility, Accent, Emphasis, Inflection. (B) Physical Culture, Gesture Action, Study of Attitudes, Poise, and Pantomime. (C) Study of Language, Words, Phrasing, Reading and Recitation, Character Studies. Study of Shakespeare and other authors.

TRAINING OF THE BODY.

1. For Harmony of Action—Exercises for liberating the muscles set by self-consciousness, that they may respond freely to each impulse of the soul.

2. For Coördinate Action—Exercises for bringing thought, feeling, and will into unity.

TRAINING OF THE VOICE.

We train the voice for strength, durability, and sympathetic expression.

1. For Voice Production we must have: Diaphragmatic Action, Throat and Chest Expansion, Tone Direction.

2. For Voice Development we must have: Vibration—Chest, Pharyngeal and Dental, Concentration and Reflection of Tone, Range of Pitch and Registers. These must

e obtained without fatigue to the organs of speech, sore throat, or hoarseness.

3. For Voice Culture we must have: Rhythm, Modulation, Transition and Blending, Conception and Sensibilities of Emotion and Tones.

SORE THROAT AND HOARSENESS.

Teachers, lawyers, lecturers, and clergymen are often troubled with sore throat and hoarseness, due to improper use of the vocal organs and wrong breathing. The treatment demands: Proper Diaphragmatic Action, Tone Direction and Vibration, Throat Expansion and Relaxation.

DEFECTIVE SPEECH.

Special care is given to all forms of defective speech. The individual need of the student is discerned and a series of exercises given each pupil.

PHYSICAL CULTURE.

Expressive Physical Culture for Health, Strength, and Endurance, for the Vital Organs, for Respiration, for Grace and Ease of Manner, for Poise and Counterpoise of Action, Kneeling, Swaying Movements, Action for Expression and Pantomime, for all Free-Hand Movements, will be given all regular students in the department without extra charge.

The Girls' Physical Culture Class—open to all female students in the College, is under this department.

ENROLLMENT AND PRIVATE INSTRUCTION.

Pupils should endeavor to arrange for private instruction at the beginning of the term. Three terms of private lessons are required during the Junior and Senior years in addition to the regular class work, to graduate.

Tuition fees for private instruction are required advance. No deduction will be made for lessons lost by the pupil's negligence or for absence the first or last week of the term; and only in case of protracted illness will tuition be refunded for the remainder of the term.

RECITALS AND PLAYS.

All candidates for graduation are required to give public recitals in their final year.

Two or more general recitals and a number of plays will be given during the year by pupils of the department. Students wishing to take Dramatic work, who are not otherwise enrolled in the department, may make such arrangements with the principal.

GRADUATION.

Those who have completed the course in a satisfactory manner and have given a recital for graduation will be granted a diploma of the School of Oratory and Expression. Diploma fee, \$2.50.

COURSE IN ORATORY AND DEBATE.

This course deals chiefly with the art of public speaking, cogent and logical arrangement of thought and argument, the theory of gesture, and effectiveness of expression.

Throughout the entire course the student must seek to acquire a distinct articulation and a naturalness of manner that will win the respect and attention of his auditors. Special attention is given to voice training in its relation to Quality, Force, Time, Pitch, and Glides, and their importance to pleasing and effective delivery.

1. Style of Delivery—Training of the logical instinct. Study of naturalness.

2. Extemporaneous Speaking—Students are practiced in many kinds of discussions, debates, and narratives in order to develop the ability to think while standing, and to eradicate faulty mannerisms.

3. Oratory—Study of orations, style of construction, language used, committing and rendering of several good orations.

Throughout the year—Four hours a week.

Credits—All regular students of the College will be allowed credits for one year's work in Oratory and Debate, and for one year's work in Expression. Students who have had one year's work in Oratory and Debate and wish to complete the course in Expression will be given credit for the first year's class work in Expression.

TUITION.

All class work in Oratory and Expression is covered by College tuition.

Private Instruction—

	Fall Term	Winter and Spring Terms
Adults (one hour lesson):		
Two lessons a week.....	\$27.00	\$19.50
One lesson a week.....	15.00	11.00
Special training on orations, per lesson....	1.00	1.00
Children under fourteen (one-half hour lessons):		
Two lessons a week.....	15.00	11.00
One lesson a week.....	9.00	6.50

SCHOOL OF ART.

The Art Department of Leander Clark College offers instruction to each individual student according to his need in fitting him for his chosen branch of artistic effort. Each student is personally directed in his work, not according to a fixed course of study, but with a view to accomplishing the best results in the shortest time. It is the aim of the school to provide this opportunity for the purpose of artistic culture. The work is broad in its scope, including study of light and shade, composition and color perspective, the anatomy of the human figure, and also drawing and painting from cast, still life, nature, and copying in various mediums, such as pencil, charcoal, oil, water-colors, etc. Special attention is paid to the decorative arts.

PUBLIC SCHOOL DRAWING.

Another and very important aim is to fit students for teaching drawing in the public schools. The department conducts the course in elementary drawing prescribed by the College in its regular Teachers' Course. In addition to this shorter course, more extended training will be provided for those who wish to prepare themselves for teaching art in high schools.

Students who wish but a little work may choose their subject and medium, and enjoy art as an accomplishment, although they may not be able to give it thorough study.

The Studio, located in the Conservatory Building, is furnished with plaster casts from the antique, casts of fruits and flowers, geometrical models, outlines and

shaded studies for drawing from the "flat," and selected studies for painting in oil and water-colors, and for charcoal drawings.

An exhibition of work done by students will be held once a year, usually during Commencement week.

CLASSES.

Drawing Class. Drawing from cast, still life, and nature, in charcoal, pencil, and crayon.

Painting Class. Painting from still life and nature, or copying in oil or water-color.

Classes in China Painting will also be arranged.

TUITION.

Painting in oil, water colors, or china, twenty lessons..	\$10.00
Charcoal and pencil drawing, twenty lessons.....	8.00

DEPARTMENT OF PHYSICAL TRAINING.

LLOYD K. RIGGS,
DIRECTOR.

MARK W. HYLAND,
COACH.

M. W. CUNNINGHAM,
Physical Culture for Women.

DEPARTMENT OF PHYSICAL TRAINING.

GENERAL STATEMENT.

The Department of Physical Training is now approaching a complete system under the guidance of the Faculty Committee on Athletics and Physical Training. It is aimed to give all students some form of systematic exercise under competent direction. The department seeks to promote physical well-being among the students as a whole and thereby to increase their mental efficiency. A Physical Director who, by virtue of his position becomes a member of the Faculty, gives personal supervision to all activities of the department. As need arises competent assistants are appointed to assist in instruction.

MEDICAL EXAMINATION.

At the beginning of each term a Medical Examination is given to each student. Especial attention is paid the condition of the heart and lungs, and an attempt is made to detect any organic trouble that may exist, or toward which the student may show a tendency. Advice is given as to the kind and amount of exercise that should be taken. A chart of the physical condition is furnished each student. A nominal fee of fifty cents a term is charged toward defraying the expenses of the examination.

COURSES FOR MEN.

Gymnasium classes are planned to give the men systematic development throughout the year. So far as possible, exercise will be prescribed to suit individual needs. Students who take regular exercise at some

physical labor or who elect systematic training in some department of athletics, may be excused from gymnasium classes.

Football occupies the first ten weeks of the fall term. The work is under the direction of a competent teaching and training force, and a suitable schedule is provided.

Basket-ball is the chief winter sport and occupies the winter term. The shed affords a splendid floor for this, and coaching and training facilities are supplied in this as in other sports.

Baseball is played in the spring term. Class games are employed to stimulate interest and develop material, and a suitable schedule of intercollegiate contests is provided.

Track shares with baseball the activity of the spring term. It is almost in the nature of an innovation, but the work is progressing at a rate that makes us sanguine of our future success.

Two dual meets, the invitation meet at Grinnell and the State meet, furnish incentive to efforts in this branch of sport.

Tennis courts are being refitted and three new ones are in process of construction to stimulate interest in this sport. Intercollegiate contests will be provided as the interest and material warrant them.

COURSES FOR WOMEN.

Gymnasium classes are conducted throughout the year, consisting of wand, dumb-bell, and Indian club drill, and marching exercises. All young women not taking other systematic exercise are expected to join these classes.

Basket-ball is played by the young ladies during the fall and winter terms. No intercollegiate contests are provided, as past experience has determined the faculty in the wisdom of this position.

Tennis affords opportunity for athletic activity during the fall and spring terms. Two excellent courts for women are furnished and kept in order.

DEGREES CONFERRED IN 1912.

Master of Arts.

Adam Perry Kephart, Sugar Grove, Pennsylvania.

Bachelor of Arts.

Kathryn Baumgartner, Springboro, Pennsylvania.

B. Franklin Green, Toledo, Iowa.

Willis Charles Harding, Garwin, Iowa.

Lila Mabel Harris, Postville, Iowa.

Jenifor Alice Lichty, Pine Island, Minnesota.

Mildred Newcomer, Pine Island, Minnesota.

Lilly Mae Repp (Riggs), Ames, Iowa.

Harry DuBois Southard, 1311 E. 90th St., Cleveland,
Ohio.

Winifred DeLong Walden, Ryan, Iowa.

Chauncey Lewis Young, Kingsley, Iowa.

Bachelor of Science.

Lloyd Tasso Fisher, Toledo, Iowa.

Fred Earl Gates, Centerville, Iowa.

Arthur Edwin Yount, Toledo, Iowa.

STUDENTS.

COLLEGE.

Seniors.

Elton Wayne Beck.....	Trenton, Missouri
Elmer L. Emerson.....	Toledo
Gilbert L. Hicks.....	Chariton
Lora Frances Hill.....	Toledo
Mary Hutchinson.....	Toledo
J. Earl Kneeland.....	Toledo
Nana Kenoyer.....	Independence, Kansas
Irma Kepler.....	Toledo
Nina E. Morton.....	Toledo
Spencer C. Nelson.....	Des Moines
Ulysses S. Piper.....	Toledo
Roy Lee Repp.....	Clear Lake, Wisconsin
Nina Grace Salzman.....	Toledo
Clara E. Speake.....	Toledo
J. F. Uhlenhopp.....	Toledo
Olive L. Uhlenhopp.....	Toledo
Robert Fast Ward.....	Toledo

Juniors.

Florence H. Bridge.....	Toledo
Lois Conant.....	Toledo
Leda Carlton.....	Toledo
Ruth Grissom.....	Armington, Illinois
Louisa Hagerman.....	Toledo
Marjorie Jackson.....	Tama
Leigh H. Ladd.....	Traer
J. Raymond Martin.....	Tama
Charles E. McCurdy.....	Toledo
Guy C. Miller.....	Winnebago, Minnesota
Hal V. Riggs.....	Castalia
Esther Rebok.....	Toledo
Ruth Somers.....	Toledo
Rachel Smith.....	Alden, Minnesota
Lucile Williams.....	Granger
Wayne D. Wright.....	Chicago, Illinois
Phyllis Ward.....	Toledo

Sophomores.

Thomas J. Barnes.....	Lovilia
Walter E. Bachman.....	Des Moines
Veda Currey.....	Toledo
Paul E. Dickensheets.....	Toledo
Merle C. Green.....	Toledo
Lewis Earl Greene.....	Toledo
John W. Hanley.....	Shenandoah
Lloyd Hanna.....	Conrad
John George Herbster.....	Milford
Harold Ingham.....	Toledo
Luman A. Kubias.....	Gladbrook
Mabel Kepler.....	Toledo
William H. Lauderdale.....	Tama
Frank A. Muirhead.....	Toledo
Helen A. Prall.....	Freeport, Illinois
Mabel V. Sones.....	Anamosa
Jess L. Tomlinson.....	Tama
Clarence E. Yount.....	Toledo

Freshmen.

Holman J. Allen.....	Toledo
Marie Coyle.....	Tama
Luelda Carlton.....	Toledo
Joy Dexter.....	Toledo
Carl Clifford Emerson.....	Toledo
Ivan John Harn.....	Toledo
Leone Harris.....	Postville
Paul Baughman Ingersoll.....	Toledo
Archie S. Jacob.....	Sterling, Illinois
Ben Johnson.....	Blanchardville, Wisconsin
Charles Kremenak.....	Toledo
Robert Lyon.....	Toledo
Eula Lichty.....	Toledo
Mamie Marken.....	Toledo
Floyd Marken.....	Toledo
Jessie Muirhead.....	Toledo
Mary E. Muirhead.....	Toledo
Eva Martin.....	Tama
Hazel Reedy.....	Toledo
R. Floyd Robson.....	Toledo
Ruth Allie Steele.....	Riverside
Irma Townsend.....	Toledo
Florence Tenney.....	Montour
Blanche Trussell.....	Albia
Max Field Ward.....	Toledo
Irene Walter.....	Gladbrook

ACADEMY.

Nelson Brown.....	Merrill
Gretchen Bear.....	Toledo
Floy Boland.....	Racine, Wisconsin
George T. Bechtolt.....	Browntown, Wisconsin
Ruth Buihner.....	Garwin
Marie Corfman.....	Toledo
Catherine Connell.....	Toledo
Gertrude Cook.....	Freeport, Illinois
Gay Douglas	Lehigh
Mary Duvall	Moravia
Jacob C. Firkins.....	Moravia
Leola Ferguson	LeGrand
Edward S. Fay.....	Walker
Lucile Fisher	Montour
Claire Farragher.....	Blanchardville, Wisconsin
Emerson Henry Felts.....	Winona, Kansas
Robert E. Guthrie.....	Woodward
Victor Hugo Gardner.....	Toledo
Jess M. Gunning.....	Toledo
James A. Hanna.....	Toledo
Gorda Haynes	Garwin
Alpha Hinegardner	Toledo
Esther Hutchison	Toledo
Ruth Hanson	Toledo
Ira Hawley.....	Rapid City, South Dakota
James Russell Hawbecker.....	LeGrand
Zeta Boyd Inman.....	Toledo
Benjamin H. Jones.....	Moravia
Ivah Ermyn Johnson.....	Toledo
Ralph B. Johnson.....	Kanona, Kansas
Marjorie Kendall	Tama
Charles L. Kale.....	Toledo
Pinckney Lloyd Kneeland.....	Summitt, South Dakota
Gertrude Klotz	Winthrop
Thomas McMillan	Toledo
O. J. Moir.....	Shellsburg
Elgie McKern	Moravia
Elsie Morgart	Newberg
Elva Main	Moravia
Augusta Paulu	Vining
Leonard Paulu	Vining
Roscoe Patton	Bristow
Lewis Ross	Clemons
Thomas Richardson	Toledo
Marian Speake	Toledo
Lela Sauer	Quasqueton
Maude Sauer	Quasqueton
Walter A. Shupp.....	Big Spring, Maryland

Lucy Tomlinson	Tama
Edna Wentsel	Beaman
Mildred Walden	Mount Zion
Olive Wise	Center, Missouri
Kathryn Wright	Chicago
Joseph Yates	Toledo

Normal.

Corinne Bovenmeyer	Cedar Rapids
Lena Burns	Toledo
Lillian Burns	Toledo
Mary Bellkofer	Little Black, Wisconsin
Alberta Chervenka	Tama
Pearl Chitty	Toledo
Nellie Davis	Toledo
Grace DuPre	Toledo
Zelna Dowd	Toledo
Carrie Flamme	Gladbrook
Mable Flamme	Gladbrook
Herbert Graham	Elberon
Andrew Johnson	Akron
Lester Kuhner	Toledo
Nota Kneeland	Summit, South Dakota
Fred Kupka	Toledo
Emma Krafka	Belle Plaine
Charles Krafka	Belle Plaine
Alice Levis	Garwin
Dorothy McCune	Garwin
Nona Miller	Clarksville
Joseph Novotny, Jr.	Clutier
Lizzie Rebik	Vining
Leon Randolph	Tama
Gladys Scott	Traer
Kittie Turner	Garwin
Lillian M. Wagner	Clutier
Mary Zmolek	Toledo

Summer School.

Florence Bridge	Toledo
Mary Chima	Tama
Rose DuPre	Toledo
Cynthia Hunnicutt	Toledo
Ruth Hofer	Toledo
Laura Hamill	Toledo
Louisa Hagerman	Toledo
Lora Frances Hill	Toledo
Myrtle Justus	Toledo
Mabelle Muirhead	Toledo
Ada Miller	Toledo
Martha Miller	Toledo

Floy Riggs	Castalia
Rachel Smith.....	Alden, Minnesota
George Stransky	Elberon
Emil Stanek	Elberon
Clara E. Speake.....	Toledo

COLLEGE OF MUSIC.

PIANO.

Graduate.

Ethel Jackson	Toledo
Alta Meves	Tama
Nina Grace Salzman.....	Toledo

Seniors.

Lucille Baldwin	Toledo
Glenn G. Mason.....	Toledo
Mae Reedy	Toledo

Unclassified.

Irma Applegate	Toledo
Edith Baker	Toledo
Neoma Baker	Toledo
Irene Batcher	Toledo
Lulu Berger	Toledo
Sybil Berger	Toledo
Julia Blazek	Elberon
Floy Boland.....	Racine, Wisconsin
Lona Bovenmeyer	Toledo
Paul Breaw	Toledo
Thelma Brown	Toledo
Ruth Buihner	Garwin
Rebecca Caldwell	Toledo
Marine Carson	Toledo
Mabel Crossman	Toledo
Esther Dodd	Toledo
Helen Donaldson	Toledo
Dorothy Dunham	Toledo
Mary Duvall	Moravia
Leola Ferguson.....	LeGrand
Lucile Fisher	Montour
Pearl Gates	Toledo
Alice Green	Toledo
Ethel Hamby	Toledo
Ruth Harper	Toledo
Leona Hawbecker	LeGrand
LaRue Haworth	Toledo
Corda Haynes	Garwin

Edith Johnson	Elberon
Ivah Johnson	Toledo
Bertha Jones	Moulton
Nellie Jones	Toledo
Dorothy Kendall	Tama
Iva Kendall	Tama
Gertrude Klotz	Winthrop
Louise Kuhner	Toledo
Eula Lichty	Toledo
Elva Main	Moravia
Doris Malin	Tama
Mamie Marken	Toledo
Oda Marken	Toledo
Margaret McPherson	Toledo
May McPherson	Toledo
Mrs. W. A. Moberly	Tama
Vera Montgomery	Marshalltown
Lucile McMahon	Toledo
Marguerite Mowry	Springfield, Minnesota
Sherman Newlun	Valley, Wisconsin
Augusta Paulu	Vining
Marjorie Plumb	Toledo
Twila Porter	Toledo
Helen A. Prall	Freeport, Illinois
Esther Rebok	Toledo
Roy Repp	Clear Lake, Wisconsin
Mrs. Carlton Richards	Toledo
Mary Robson	Toledo
Lela Sauer	Quasqueton
Marie Schnare	Toledo
Hope Schneider	Toledo
Ethel Schoolcraft	Toledo
Leta Seamans	Montour
Nola Shaw	Toledo
Zelic Sime	Toledo
Marian Speake	Toledo
Lucy Tomlinson	Tama
Helen Townsend	Toledo
Kittie Turner	Garwin
Irene Vest	Toledo
Lillian M. Wagner	Clutier
Elda Wardman	Marshalltown
Margaret Wardman	Marshalltown
Mae Wenkstern	Toledo
Edna Wentsel	Beaman
Mabel Westfall	Toledo
Gladis Wink	Toledo

PIPE ORGAN.

Lucille Baldwin	Toledo
Lulu Berger	Toledo
Ethel Jackson	Toledo
Mrs. A. A. Pace.....	Toledo
Elda Wardman	Marshalltown

HARMONY.

Lucille Baldwin	Toledo
Florence Beery	Garwin
Floy Boland	Racine, Wisconsin
Leola Ferguson	LeGrand
Corda Haynes	Garwin
Florence Johnston	Toledo
Gertrude Klotz	Winthrop
Eula Lichty	Toledo
Mamie Marken	Toledo
Glenn G. Mason.....	Toledo
Alta Meves	Tama
Vera Montgomery	Marshalltown
Marguerite Mowry.....	Springfield, Minnesota
Rena Parish	Grinnell
Augusta Paulu	Vining
Helen A. Prall.....	Freeport, Illinois
Esther Rebok	Toledo
Mae Reedy	Toledo
Nina Grace Salzman.....	Toledo
Lela Sauer	Quasqueton
Robert Tindall.....	Chicago, Illinois
Lillian M. Wagner.....	Clutier
Phyllis Ward	Toledo
Wayne D. Wright.....	Chicago, Illinois

HISTORY OF MUSIC.

Lucille Baldwin	Toledo
Leola Ferguson	LeGrand
Corda Haynes	Garwin
Eula Lichty	Toledo
Mamie Marken	Toledo
Vera Montgomery	Marshalltown
Mae Reedy	Toledo
Lillian M. Wagner.....	Clutier
Phyllis Ward	Toledo
Wayne D. Wright.....	Chicago, Illinois

HARMONIC ANALYSIS AND FORM.

Lucille Baldwin	Toledo
Gertrude Klotz	Winthrop
Glenn G. Mason	Toledo

Alta Meves	Tama
Mae Reedy	Toledo
Nina Grace Salzman.....	Toledo
Lela Sauer	Quasqueton

VOICE.

Stella Berger	Toledo
Ruth Boyer	Chelsea
Gertrude Cook.....	Freeport, Illionis
Mary Duvall	Moravia
Leola Ferguson	LeGrand
Lewis Earl Greene.....	Toledo
van Harn	Toledo
John George Herbster.....	Milford
Cora Jenks	Toledo
Andrew Johnson	Akron
Ben H. Jones.....	Moravia
Emma Krafka.....	Belle Plaine
Elva Main	Moravia
Glenn G. Mason.....	Toledo
Alta Meves	Tama
Sherman Newlun.....	Valley, Wisconsin
Anita Randolph	Tama
Mrs. Lloyd K. Riggs.....	Toledo
Robert Tindall	Chicago, Illinois
Irene Walter	Gladbrook

EAR TRAINING.

Leola Ferguson	LeGrand
Gertrude Klotz	Winthrop
Mamie Marken	Toledo
Alta Meves	Tama
Lela Sauer	Quasqueton
Nina Grace Salzman.....	Toledo

PUBLIC SCHOOL MUSIC.

Corinne Bovenmeyer.....	Cedar Rapids
Alberta Chervenka	Tama
Helna Dowd	Toledo
Carrie Flamme	Gladbrook
Table Flamme	Gladbrook
Herbert Graham	Elberon
Andrew Johnson	Akron
Nota Kneeland.....	Summitt, South Dakota
Dorothy McCune	Garwin
Iona Miller	Clarksville
Lizzie Rebik	Vining

VIOLIN.

Ralph Batcher	Toledo
Vill Booth	Tama

Lawrence Carpenter	Tama
Margaret Ferris	Toledo
Oren Fowler	Tama
Eunice Gallagher	Tama
Raymond Harlan	Toledo
Alpha Hinegardner	Toledo
Henrietta Jones	Toledo
Marjorie Kendall	Tama
Harold Kirk	Tama
Emma Krafka.....	Belle Plaine
Elwell Meiers	Toledo
Donald Mills	Tama
O. J. Moir.....	Shellsburg
Will Morroway	Tama
Ernest Pagel	Tama
Bruce Russell	Tama
Leta Seamans	Montour
Norma Snyder	Garwin
Elgy Townsend	Toledo
Lulu Townsend	Toledo
Naoma Wendle	Toledo
Esther Whalen	Tama
Emma Wilson	Toledo

COMMERCIAL.

Beatrice Arment	Montour
Herbert Graham	Elberon
James Russell Hawbecker.....	LeGrand
Fred Kupka	Toledo
Charles Krafka.....	Belle Plaine
Roy Charles Mason.....	Toledo
Joseph Novotny, Jr.....	Clutier
Lilian M. Wagner.....	Clutier

SHORTHAND AND TYPEWRITING.

Senior.

Roy Charles Mason.....	Toledo
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Unclassified.

Beatrice Arment	Montour
Gertrude Cook.....	Freeport, Illinois
Grace DuPre	Toledo
Ivan John Harn.....	Toledo
Elgie McKern	Moravia

SCHOOL OF ORATORY.

Seniors.

George T. Bechtolt.....	Browntown, Wisconsin
Helen A. Prall.....	Freeport, Illinois
Maude L. Sauer.....	Quasqueton

Juniors.

Gay Douglas	Lehigh
Lora Frances Hill.....	Toledo
Iva Kendall	Tama
Dorothy McCune	Garwin
Lewis Ross	Clemons
Joseph Yates	Toledo

Unclassified.

Thomas J. Barnes.....	Lovilia
Gretchen Bear	Toledo
Nelson Brown	Merrill
Ruth Buihner	Garwin
Lena Burns	Toledo
Lillian Burns	Toledo
Lueda Carlton	Toledo
Ethel Carver	Marion
Gertrude Cook.....	Freeport, Illinois
Marie Corfman	Toledo
Ethlyn Davis	Garwin
Nellie Davis	Toledo
Paul E. Dickensheets.....	Toledo
Emerson Henry Felts.....	Winona, Kansas
Jacob C. Firkins.....	Moravia
Lucile Fisher	Montour
Gertrude Ford	Garwin
Lenore Ford	Garwin
Louisa Hagerman	Toledo
James A. Hanna.....	Toledo
Wan John Harn.....	Toledo
Leone Harris	Postville
Marjorie Harn	Moravia
Ira Hawley.....	Rapid City, South Dakota
Samie Herring.....	Belle Plaine
Alph Johnson.....	Kanona, Kansas
Yota Kneeland.....	Summit, South Dakota
Clark Lupton	Toledo
Ladie Markee	Toledo
Yona Miller	Clarksville
W. J. Moir.....	Shellsburg
Yera Nontgomery	Marshalltown
Yazel Mouser	Toledo

Frank A. Muirhead.....	Toledo
Mary E. Muirhead.....	Toledo
Mary Orr	Clutie
Leon Randolph	Tama
Roy Lee Repp.....	Clear Lake, Wisconsin
Thomas Richardson	Toledo
Gladys Scott	Traer
Gladys Shannon	Toledo
Rachel Smith.....	Alden, Minnesota
Ruth Allie Steele.....	Riverside
Clara E. Speake.....	Toledo
Marian Speake	Toledo
Jess L. Tomlinson.....	Tama
Olive L. Uhlenhopp.....	Toledo
J. F. Uhlenhopp.....	Toledo
Olive Wise.....	Center, Missouri
Kathryn Wright.....	Chicago, Illinois
Clarence E. Yount.....	Toledo

SUMMARY.

College—

Seniors	17
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Academy**Normal****Summer School.....****College of Music—**

Piano, Organ, Theory.....	88
Voice	34
Violin	25

Business College.....**School of Oratory.....**

Total	401
Names counted more than once.....	124

FORMS OF GIFTS.

To any one wishing to provide an income for himself, who has money to loan, and also wishes to leave something to our College at death, the Annuity Bond should be attractive.

Leander Clark College has buildings, grounds, and equipment worth conservatively \$185,000; cash endowment, \$154,000; endowment farm lands and other real estate, \$22,250; total assets, \$363,750. Leander Clark College is free from debt, and under its new Articles of Incorporation no debts can be contracted.

ANNUITY BOND.

THIS AGREEMENT, made in duplicate on this..... day ofA. D., 191..., by and between..... of..... and State of....., first party, and Leander Clark College, a corporation for educational purposes, located at Toledo, County of Tama, and State of Iowa, second party.

Witnesseth:

That, whereas, the said first party desiring to assist in maintaining higher education in said College, has this day paid to the treasurer of said College, as an executed gift, the sum ofdollars, the receipt of which is hereby acknowledged; now, therefore, the said second party, for and in consideration of the payment of the sum ofdollars, to its treasurer, does hereby agree that on theday of of each and every year hereafter during the lifetime of said first party, that it will cause to be paid to first party an annuity of the yearly sum ofdollars in each and every year during the natural life of first party, payable as follows, to-wit:

The sum of.....dollars on theday of, 191..., and annually thereafter on the..... day of..... in each and every year.

IN WITNESS WHEREOF the said....., first party, has hereto signed.....name, and Leander Clark College has caused these presents to be executed by..... President of its Board of Trustees, and attested to by....., its secretary, with the corporate seal of said College hereto affixed at Toledo, Iowa, on the day and date first above written.

..... First Party.
LEANDER CLARK COLLEGE, Second Party.

Seal.]

By.....
President Board of Trustees.

Attest:

.....
Secretary Board of Trustees.

TO ENDOW A SCHOLARSHIP.

The gift of \$1,000 will endow a scholarship in Leander Clark College, and will entitle the donor to name the same. The name of the scholarship and donor will be published in every annual catalogue for all time. The following item may be inserted in a will:

Item No. I give and bequeath to Leander Clark College, of Toledo, Iowa, the sum of dollars for the endowment of scholarships, to be known as the Scholarships. Said sum so bequeathed to said College is to be invested in first mortgage real estate security forever, and the interest only from said money shall be expended. The faculty of said College shall award said scholarships to such worthy students, from year to year, as they in their discretion may see fit.

TO ENDOW A CHAIR OR PROFESSORSHIP.

The gift of \$25,000 will endow a chair or professorship in Leander Clark College, and will entitle the donor to name the chair, which will be published in every annual catalogue for all time. The following item may be inserted in a will:

Item No. I give and bequeath to Leander Clark College, of Toledo, Iowa, the sum of \$25,000 for the purpose of endowing a chair of in said College. Said sum so bequeathed to said College is to be invested in first mortgage real estate security forever, and the interest only from said fund so bequeathed to the above College for the above purpose shall be used for the maintenance of said chair.

TO DEED REAL ESTATE, RETAINING A LIFE INTEREST.

To convey real estate to the College where grantor desires to retain the use of the same during his lifetime, the following clause may be inserted in warranty deed:

"Reserving to the grantors the right to use, income, and occupancy of the above-conveyed real estate during their natural life, and at the death of said grantors the title to the above-described real estate here conveyed to said College to pass absolutely to and vest in said Leander Clark College, of Toledo, Iowa, with the express understanding that should said real estate be sold, the entire proceeds from said sale shall be added to the permanent endowment fund of said College, and be invested and safeguarded in the same manner and on the same terms as the Leander Clark Foundation."

FORM OF ENDOWMENT NOTE PAYABLE AFTER DEATH.

Toledo, Iowa,..... 191....

In consideration of the agreement on the part of Leander Clark College, a corporation of the County of Tama, and State of Iowa, that it will continue to maintain an institution for higher education, I,of....., in the State of....., do promise for myself, executor, administrator, and assigns, to pay to said Leander Clark College..... dollars, with interest at.....per cent., payable annually from.....

The principal is to be paid out of my estate one month after my death, and is to become a part of the permanent endowment fund, and to be safeguarded as is the Leander Clark Foundation. The interest is to be available for supporting the Department of.....in said College.

Executed in the presence of

.....
.....

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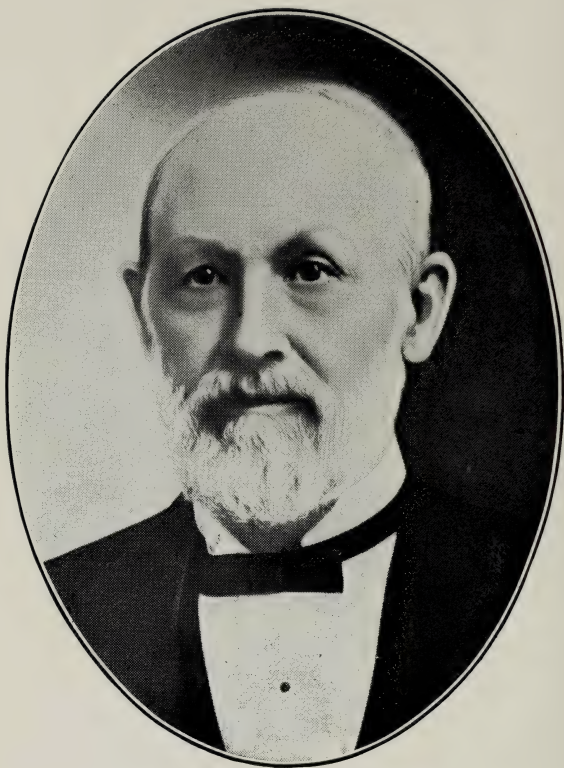
Leander Clark College

Toledo, Iowa



ANNUAL CATALOG
AND
OFFICIAL REGISTER
AND
ANNOUNCEMENTS

1914



MAJOR LEANDER CLARK, LL.D.

Whose gift of \$50,000, in 1906, made possible additional gifts of \$50,000 from Mr. Andrew Carnegie and \$50,000 from other friends of education, constituting a permanent cash endowment fund of \$150,000, for Western College, on the Leander Clark Foundation, and in consideration of which the name of the institution was changed to that of *Leander Clark College*.

ANNUAL CATALOG

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21 OCT 1914

OF

LEANDER CLARK COLLEGE

FOR THE COLLEGE YEAR
1913-1914



TOLEDO, IOWA

PUBLISHED BY THE COLLEGE

1914

LEANDER CLARK COLLEGE BULLETIN

Entered in the Post Office at Toledo, Iowa, as Second-Class Mail Matter

Vol. IX

Toledo, Iowa, April, 1914,

No.

CALENDAR 1914

JAN.							FEB.							MAR.							APR.						
Sun.	1	2	3	4	5	6	Sun.	1	2	3	4	5	6	Sun.	1	2	3	4	5	6	Sun.	1	2	3	4	5	6
Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12
Tues.	13	14	15	16	17	18	Tues.	13	14	15	16	17	18	Tues.	13	14	15	16	17	18	Tues.	13	14	15	16	17	18
Wed.	19	20	21	22	23	24	Wed.	19	20	21	22	23	24	Wed.	19	20	21	22	23	24	Wed.	19	20	21	22	23	24
Thurs.	25	26	27	28	29	30	Thurs.	25	26	27	28	29	30	Thurs.	25	26	27	28	29	30	Thurs.	25	26	27	28	29	30
Fri.	31						Fri.	28	29	30	31			Fri.	28	29	30	31			Fri.	28	29	30	31		
Sat.							Sat.							Sat.							Sat.						
JULY							AUG.							SEPT.							OCT.						
Sun.	1	2	3	4	5	6	Sun.	1	2	3	4	5	6	Sun.	1	2	3	4	5	6	Sun.	1	2	3	4	5	6
Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12
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Thurs.	25	26	27	28	29	30	Thurs.	25	26	27	28	29	30	Thurs.	25	26	27	28	29	30	Thurs.	25	26	27	28	29	30
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NOV.							DEC.							JAN.							FEB.						
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Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12
Tues.	13	14	15	16	17	18	Tues.	13	14	15	16	17	18	Tues.	13	14	15	16	17	18	Tues.	13	14	15	16	17	18
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Fri.	31						Fri.	28	29	30	31			Fri.	28	29	30	31			Fri.	28	29	30	31		
Sat.							Sat.							Sat.							Sat.						

CALENDAR 1915

JAN.							FEB.							MAR.							APR.						
Sun.	1	2	3	4	5	6	Sun.	1	2	3	4	5	6	Sun.	1	2	3	4	5	6	Sun.	1	2	3	4	5	6
Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12
Tues.	13	14	15	16	17	18	Tues.	13	14	15	16	17	18	Tues.	13	14	15	16	17	18	Tues.	13	14	15	16	17	18
Wed.	19	20	21	22	23	24	Wed.	19	20	21	22	23	24	Wed.	19	20	21	22	23	24	Wed.	19	20	21	22	23	24
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Fri.	31						Fri.	28	29	30	31			Fri.	28	29	30	31			Fri.	28	29	30	31		
Sat.							Sat.							Sat.							Sat.						
JULY							AUG.							SEPT.							OCT.						
Sun.	1	2	3	4	5	6	Sun.	1	2	3	4	5	6	Sun.	1	2	3	4	5	6	Sun.	1	2	3	4	5	6
Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12
Tues.	13	14	15	16	17	18	Tues.	13	14	15	16	17	18	Tues.	13	14	15	16	17	18	Tues.	13	14	15	16	17	18
Wed.	19	20	21	22	23	24	Wed.	19	20	21	22	23	24	Wed.	19	20	21	22	23	24	Wed.	19	20	21	22	23	24
Thurs.	25	26	27	28	29	30	Thurs.	25	26	27	28	29	30	Thurs.	25	26	27	28	29	30	Thurs.	25	26	27	28	29	30
Fri.	31						Fri.	28	29	30	31			Fri.	28	29	30	31			Fri.	28	29	30	31		
Sat.							Sat.							Sat.							Sat.						
NOV.							DEC.							JAN.							FEB.						
Sun.	1	2	3	4	5	6	Sun.	1	2	3	4	5	6	Sun.	1	2	3	4	5	6	Sun.	1	2	3	4	5	6
Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12	Mon.	7	8	9	10	11	12
Tues.	13	14	15	16	17	18	Tues.	13	14	15	16	17	18	Tues.	13	14	15	16	17	18	Tues.	13	14	15	16	17	18
Wed.	19	20	21	22	23	24	Wed.	19	20	21	22	23	24	Wed.	19	20	21	22	23	24	Wed.	19	20	21	22	23	24
Thurs.	25	26	27	28	29	30	Thurs.	25	26	27	28	29	30	Thurs.	25	26	27	28	29	30	Thurs.	25	26	27	28	29	30
Fri.	31						Fri.	28	29	30	31			Fri.	28	29	30	31			Fri.	28	29	30	31		
Sat.							Sat.							Sat.							Sat.						

CALENDAR 1914-1915

May

1. Friday—Senior Theses Due.
30. Saturday—Submission of Subjects for Preliminary Oratorical Contest.

June

2. Tuesday, 8:00 p.m.—President's Reception to Seniors.
4. Thursday, 8:00 p.m.—Scholarship Oratorical Contest.
5. Friday, 8:00 p.m.—Academy Graduating Exercises.
6. Saturday, 8:00 p.m.—Graduating Exercises of the School of Oratory.
7. Sunday, 10:45 a.m.—Baccalaureate.
8:00 p.m.—Anniversary of Christian Associations.
8. Monday, 10:30 a.m.—Annual Meeting of the Board of Trustees.
6:00 p.m.—Annual Banquets of Literary Societies.
8:00 p.m.—Anniversary of Literary Societies.
9. Tuesday, 2:00 p.m.—Class Day Exercises.
8:00 p.m.—Concert of College of Music.
10. Wednesday, 2:30 p.m.—Business Meeting of Alumni Association.
3:30 p.m.—Quadrennial Reunion of Alumni.
8:00 p.m.—Alumni Anniversary and Banquet.
11. Thursday, Sunrise—Philo-Callie Program.
10:00 a.m.—Commencement Exercises.
2:30 p.m.—Annual Baseball Game, Varsity vs. Alumni.
8:00 p.m.—Class Play.

September

8. Tuesday—First Semester Opens for Registration.
9. Wednesday, 10:00 a.m.—First Chapel Assembly and Opening Address.
12. Saturday, 8:00 p.m.—General Reception to New Students.

October

12. Monday—Columbus Day.

November

2. Monday—Subjects of Senior Theses Submitted.
12. Thursday—First Preliminary College Debate.
26, 27. Thursday and Friday—Thanksgiving Recess.

December

17. Thursday, 8:00 p.m.—First Preliminary Academy Debate.
23. Wednesday, 4.00 p.m.—Holiday Vacation Begins.

1915**January**

4. Monday—Holiday Vacation Ends.
5. Tuesday, 7:30 a.m.—Instruction Begins.

February

1. Monday—Registration for New Students.
2. Tuesday, 7:30 a.m.—Instruction Second Semester Begins.
12. Friday—Lincoln's Birthday.
12. Friday, 8:00 p.m.—Triangular Debate—Penn, Parsons and Leander Clark.
22. Monday—Washington's Birthday.
25. Thursday—Prohibition Oratorical Contest.

March

5. Friday—Inter-Academy Debate.
11. Thursday—Peace Oratorical Contest.
26. Friday, 4:00 p.m.—Spring Recess Begins.

April

5. Monday, 7:30 a.m.—Instruction Begins.
9. Friday—Inter-Academy Debate.
15. Thursday—Annual Meeting of the Forensic League.

May

30. Sunday—Memorial Day.

June

- 3. Thursday—Commencement Week Begins.
- 6. Sunday—Baccalaureate Day.
- 7. Monday—Annual Meeting of the Board of Trustees.
- 10. Thursday—Commencement Day.

INCORPORATION

TRUSTEES OF THE COLLEGE

IOWA STATE CONFERENCE

	Term Expires
Mr. B. F. Fantz, Nevada, Iowa.....	1914
Mr. D. H. Kurtz, Cedar Rapids, Iowa.....	1914
The Rev. George Miller, D.D., Des Moines, Iowa....	1915
The Rev. Wm. F. Cronk, D.D., Des Moines, Iowa....	1915
Mr. Adam Shambaugh, Booneville, Iowa.....	1916
Mr. W. H. Trussell, Albia, Iowa.....	1916

NORTHERN ILLINOIS CONFERENCE

Mr. Amos Hoak, Sterling, Illinois.....	1914
Mr. D. C. Overholser, Coleta, Illinois.....	1915
W. O. Krohn, A.M., M.D., Chicago, Illinois.....	1916

MINNESOTA CONFERENCE

Mr. Isaac F. Sarff, Browerville, Minnesota.....	1914
The Rev. M. H. Frye, Eyota, Minnesota.....	1915
Mr. M. H. Hall, Truman, Minnesota, R. F. D. 1.....	1916

WISCONSIN CONFERENCE

The Rev. R. O. Moon, Bloomer, Wisconsin.....	1914
Mr. Tellus Truesdale, Richland Center, Wisconsin....	1915
The Rev. Geo. Bechtolt, Limeridge, Wisconsin.....	1916

ALUMNI ASSOCIATION

Mr. R. P. Kepler, B.S., Toledo, Iowa.....	1914
Mr. C. H. Elliott, B.S., Altoona, Iowa.....	1914
Mr. Jacob J. Shambaugh, A.B., Miles City, Montana..	1915
Mr. A. C. Larsen, A.B., Madison, Wisconsin.....	1915
Mr. Jacob A. Shuey, M.S., Red Oak, Iowa.....	1916
Mr. Charles W. Ennis, A.B., Toledo, Iowa.....	1916

AT LARGE

The Hon. John Shambaugh, Booneville, Iowa.....	1914
Dr. Fred D. Staves, Des Moines, Iowa.....	1915
Judge U. S. Guyer, B.S., Kansas City, Kansas.....	1916

Officers of the Board

MR. JACOB SHAMBAUGH, A.B., *President.*

MR. G. H. STRUBLE, *Vice President.*

PROF. ROSS MASTERS, PH.M., *Secretary.*

MR. J. N. LICHTY, B.S., *Treasurer.*

MR. W. A. DEXTER, *Financial Secretary.*

HON. H. J. STIGER, *Endowment Secretary.*

THE REV. T. G. BREAW, *Field Secretary.*

Executive Committee

PRESIDENT MARION R. DRURY, A.M., D.D., *Chairman.*

HON. W. F. JOHNSTON, LL.D.

MR. W. A. DEXTER.

HON. H. J. STIGER.

DEAN H. W. WARD, A.M.

MR. C. W. ENNIS, A.B.

W. H. BATCHER, D.D.S.

MR. G. H. AUSTIN.

THE REV. T. G. BREAW, *Secretary.*

Investment Committee

HON. JOHN SHAMBAUGH.

MR. H. G. ROSS.

HON. W. F. JOHNSTON.

MR. G. H. AUSTIN.

COLLEGIATE FACULTY AND INSTRUCTORS

MARION RICHARDSON DRURY, A.M., D.D.

President of the College

HENRY W. WARD, A.M.

Dean of the College

Professor of Jennie McIntyre Fletcher Chair of English

JOHN FRANK YOTHERS, A.M.

Professor of Mathematics

WILLIAM LESLIE VERRY, A.B.

Professor of Latin and Greek

ROSS MASTERS, PH.M.

Professor of Education

John Dodds Professor of Philosophy

LESLIE A. KENOYER, A.M.

Professor of Biology

LLOYD KENDRICK RIGGS, B.S.

Shambaugh Professor of Chemistry

LOUISE AHLBRECHT, B.S.

Professor of Domestic Science

M. ELIZABETH APPLETON, A.M.

Dean of Women

Secretary of the Faculty

Professor of Modern Languages

ORLANDO HORNING, A.M.

Professor of History and Political Science

M. W. CUNNINGHAM

Professor of Expression and Public Speaking

CAMP WELLINGTON FOLTZ, A.B.

Director of the College of Music

LAWRENCE R. MATHERS
Teacher of Vocal Music

MAUDE BRUSH
Assistant Instructor in Piano

HAROLD CLARK PLOTT
Instructor in Wind Instruments

ZAE CANNON JONES
Instructor in Violin

SPENCER C. NELSON, A.B.
Principal of Business College
Secretary to the President

ROBERT E. GUTHRIE
Assistant in Business College

SPENCER C. NELSON
Instructor in Shorthand and Typewriting

JENIFOR ALICE LICHTY, A.B.
Instructor in Art and Public School Drawing

THE REV. O. O. INMAN
College Pastor
Instructor in Bible

J. F. YGTHERS, A.M.
Registrar

WM. L. VERRY, A.B.
Librarian

L. A. KENOYER, A.M.
Curator of the Museum

L. K. RIGGS, B.S.
Director of Athletics

MARK W. HYLAND
Athletic Coach

LEANDER CLARK COLLEGE.

DAVID D. BRADY

Custodian of Buildings and Grounds

MRS. CATHERINE WARD

Matron of Beatty Hall

A. A. PACE, M.D.

Medical Examiner

STANDING COMMITTEES OF THE FACULTY FOR 1914-1915

CURRICULUM AND CLASSIFICATION

Dean Ward, Professors Kenoyer, Masters.

LIBRARY

President Drury, Professors Verry, Yothers, Masters.

SOCIAL LIFE AND CONDUCT

Professors Appleton, Nelson, Masters, Ahlbrecht.

DISCIPLINE

Dean Ward, Professors Masters, Yothers.

ENTERTAINMENTS

Professors Yothers, Horning, Appleton.

FORENSICS

Dean Ward, Professors Cunningham, Masters, Kenoyer.

THESES AND LITERARY CONTESTS

Professors Horning, Kenoyer, Dean Ward.

COLLEGE ORGANIZATIONS

Professors Appleton, Yothers, Verry.

CAMPUS IMPROVEMENT

Professors Riggs, Kenoyer, Nelson, Yothers.

ATHLETICS

Dean Ward, Professors Verry, Riggs, Nelson.

PUBLICITY

Professors Masters, Nelson, Cunningham

RULES AND REGULATIONS

Professors Yothers, Appleton, Masters, Dean Ward.

MUSEUM

Professors Kenoyer, Riggs, Horning.

APPOINTMENTS

Professor Masters, Chairman; Dean Ward;

Professor Yothers, Secretary.

LEANDER CLARK COLLEGE

HISTORICAL STATEMENT

In August, 1855, a small company of pioneer ministers of the Church of the United Brethren in Christ, at a conference held in Muscatine, decided to establish a college within the then new State of Iowa. The motive prompting this action was primarily the desire to provide for the education of young men for the ministry of the Church. A Board of Trustees was chosen and given full power to act. In choosing a location for the proposed college the board took into consideration conditions favorable to the moral, intellectual and physical welfare of students.

A beautiful site was selected in the extreme southern part of Linn County, on the open prairie, which presented a stronger claim than any other. In this community there were public spirited citizens, devoted members of the church, friends of education, who subscribed generous sums in cash, and in addition offered large gifts in land for a site and for the maintenance of the institution.

The first college building, a three-story brick structure, was erected during the summer of 1856. It was situated on the most commanding part of a charming campus of seventeen acres. The school thus founded and located was appropriately christened "Western College," because it was then the farthest west of the schools of the denomination under whose auspices it was established. The same name was given the town that was built up on all sides of the College.

Western College opened its doors in January, 1857. At this time thirty-eight students were enrolled. The fac-

ulty consisted of four members, the Rev. Solomon Weaver, president; S. S. Dillman, M.A., J. C. Shrader, and Mrs. S. S. Dillman, teachers.

The first years of the college were naturally a period of severe struggles, though of worthy achievements. The lack of endowment, and of regular and adequate channels of support were a serious hindrance to permanent progress. With these limitations the student body and faculty grew very slowly. Besides, there were other barriers to rapid development.

For five years during the early period of its history the college owned and operated a large farm. This, with some other industries, was made the basis of an industrial system chiefly carried on by student labor. The experiment, however, proved impractical, and was soon abandoned.

This period of beginnings and special testing embraced the entire period of the Civil War, which took from the college nearly all the men capable of military service of both the students and faculty. This condition, while evidencing a praiseworthy patriotism, brought on such a lessened patronage and financial support as greatly to discourage the constituency of the school. With the results of the war there came new economic conditions threatening the life of the country college. However, a feeling of assurance was revived, and for a time increased prosperity came to the institution. Its patronizing territory was enlarged, its student attendance had an encouraging growth and its financial resources were substantially improved.

But, after some years, and with varying fortunes, the trustees of the college, with other leading friends of the institution, became convinced that a change of location was necessary if the school were to grow and reach an equip-

ment and standard equal to modern demands. Early in 1881 definite steps were, therefore, taken looking to removal. Eligible sites in different cities were considered. At this time the citizens of Toledo, Iowa, offered to give \$20,000 to secure the location of the college. This proposition was accepted and in the following September the school was removed to Toledo and its work opened in temporary buildings. The next year a large and modern building was erected for purposes of instruction, with business office, chapel, library and museum, attractively situated in a campus of ten acres, in the south part of the city. With the completion of this structure the college entered upon a new era of growth and influence. Under the wise and progressive leadership of its new president William Miller Beardshear, a period of rapid development followed.

This expansion steadily increased until, on Christmas night, 1889, this main building of the college, with all its contents, except the library, was destroyed by fire. This was a severe stroke to the school, but its friends were not dismayed. The fire had scarcely ceased until the citizens of the town, with other loyal friends of the institution, joined with the trustees in determined plans and efforts for rebuilding. The heavy expense of rebuilding, increased by annual deficits and accumulating interest, and aggravated by the widespread financial panic of 1893, had, by the year following, resulted in a burdensome debt of \$85,000.

At this critical period the Rev. Lewis Bookwalter, D.D., was called to the presidency of the college. His administration was characterized by wise planning and courageous leadership, and by January, 1902, the entire debt had been provided for. The standard of the school had been materially raised, and the faculty and student body in-

creased. These large achievements, while most gratifying, were regarded as only opening the way for still larger undertakings—the securing of adequate equipment and endowment.

It was at this time that Major Leander Clark, a leading business man, of Toledo, Iowa, came forward with an offer of \$50,000 toward such endowment, provided the college would secure an additional \$100,000 in cash by January 1, 1906. While this proposition was regarded as most generous, and while it awakened great interest and hope, yet, because of the severe strain of the debt-paying campaign which had just been completed, Mr. Clark's proposition seemed almost impossible of realization. However, there were friends who felt that the end sought was so great and worthy as to compel the effort to reach it. A definite campaign of solicitation was planned and organized and for a time earnestly worked, but the results, while having substantial value, consisted chiefly in preparing the way for the large gifts which were to come later. But before these came, President Bookwalter, having received a call to another field, resigned, in the autumn of 1904, and for some months little was done in aggressive solicitation.

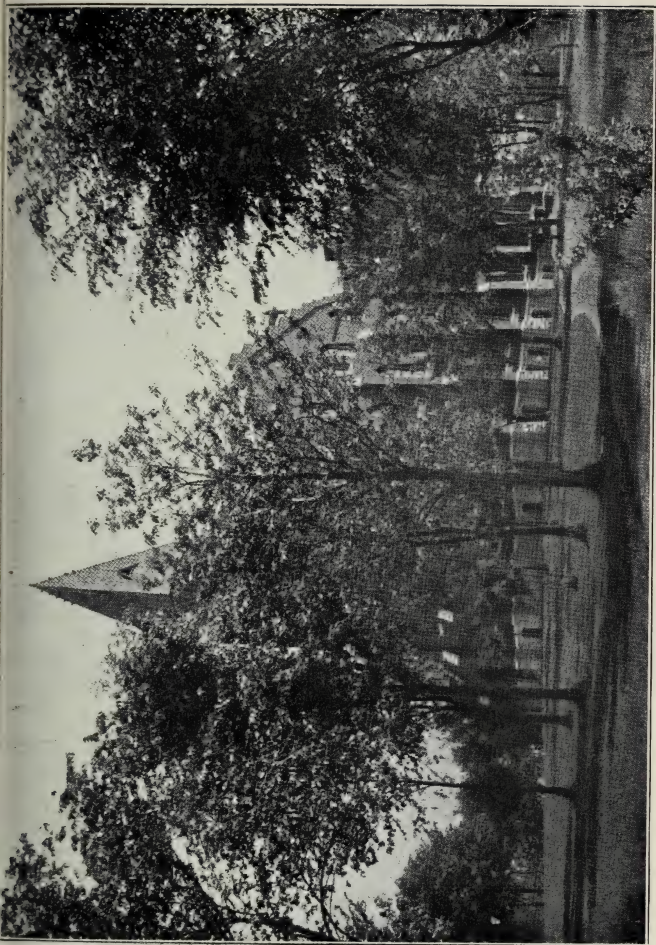
In February, 1905, a new president having been elected, the Rev. Cyrus J. Kephart, D.D., the endowment canvass was renewed with fresh earnestness. Within a short time there came a cheering message from Mr. Andrew Carnegie, the well-known philanthropist, offering to contribute \$50,000 of the required \$100,000 necessary to meet the terms of Mr. Clark's proposition. This offer, largely the result of influences previously set in motion, was enough to inspire the friends and patrons of the college to a heroic effort to raise the final \$50,000. This end was accomplished by the specified date, January 1, 1906, when the glad an-

nouncement was made that the college now had a cash endowment of \$150,000.

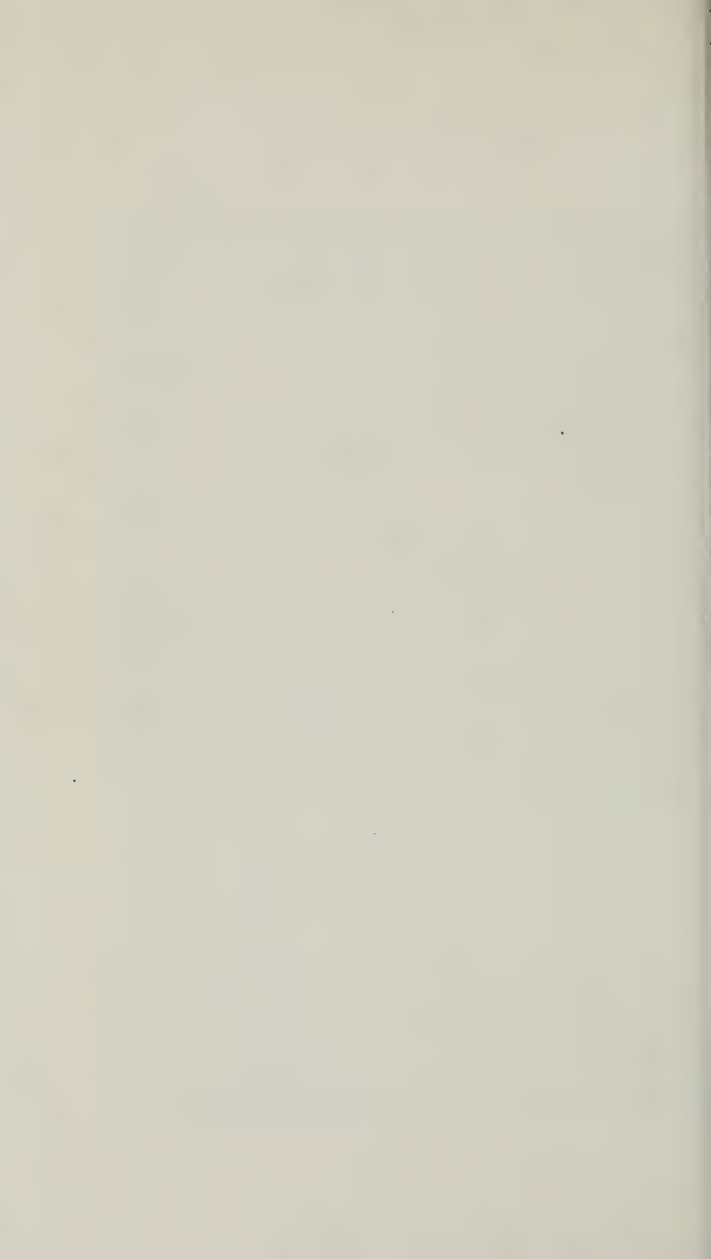
The Board of Trustees was immediately called together and on January 23, following, the name of the college was changed to Leander Clark College, and the old name, "Western," so dear to the alumni and former students, and to a multitude of devoted friends, became a memory, though one that will long be tenderly cherished.

The semi-centennial of the college was fittingly celebrated in June, 1906, in connection with the annual commencement of that year. Men of eminence in Church and State joined with the alumni and students, new and old, in making the occasion a notable climax of fifty years of educational endeavor.

The years since have been full of actual achievement, and fuller still of promise. There have been gratifying advances in many ways, in improved buildings, in increasing the laboratory and other equipment, the size and quality of the library, in adding to the number and strength of the faculty, and in enlarging the student attendance. The endowment has also been extended, and the day of still larger and better things for the college never seemed so near as at the present. With the continued loyalty and liberal support of its friends Leander Clark College is destined steadily to grow in its power and value as an agency in the promotion of Christian education. This is the end for which it was founded and for which it is maintained. It stands for the culture of body, mind and heart. It is a life-maker, a character builder.



ADMINISTRATION BUILDING, LEANDER CLARK COLLEGE,
TOLEDO, IOWA.



GENERAL INFORMATION

LOCATION AND SURROUNDINGS

Leander Clark College is located in Toledo, the county-seat of Tama County, Iowa, near the geographical center of the State. It is on the Chicago & Northwestern Railway, and besides is the northern terminus of the Toledo and Tama Electric line, operated by the Iowa Railway and Light Company, and thus has excellent transportation facilities. The city is beautifully situated in the very heart of one of Iowa's best agricultural sections. Its corporation line on the south joins that of the city of Tama, the combined population of the two cities being nearly five thousand. Toledo is noted for the intelligence and morality of its people, for its general healthfulness and freedom from malarial diseases, for its high-class business houses, fine residences, modern churches and other public buildings. The city is provided with well-equipped water works, electricity for light and power, and a complete system of sanitary sewerage, and with paved streets in its business section. The water supply is unsurpassed for abundance and purity. The municipal government is wholesome and progressive, and with no saloons or other places of evil resort, it is, indeed, an ideal place for an educational institution, one to which parents may justly feel safe in sending their children. The high moral tone, the superior material conditions, and the beauty of its well shaded streets, with the charming landscape on every side, unite to make it a most desirable place to live and study.

GROUNDS AND BUILDINGS

The college grounds are delightfully situated in the southern part of the city and within a few minutes' walk

from the business center. They include a campus of four teen acres, well set with a pleasing variety of shade and ornamental trees, four acres of which comprise a native oak grove. Three college buildings, together with the Athletic Field, are on the campus. Adjoining on the south the college also owns eight acres of land available for uses as future needs may require.

The several buildings of the college are well suited to their respective purposes and may be listed as follows:

THE ADMINISTRATION BUILDING is a large brick structure, with four stories including the basement, well located heated with hot water, with seven large recitation rooms, three laboratories, domestic science and commercial and typewriting rooms, library, museum, chapel, Christian Association room, offices, four large and elegantly furnished literary society halls, and other rooms, making in all twenty-six rooms. This building is stately and commanding in appearance.

THE MARY BEATTY HALL, a dormitory for girls, is a three-story brick building, steam heated, and located near the main building. It offers a pleasant and comfortable home with commodious and well furnished rooms, for about twenty-five young women. There are besides a reception room and parlor, living rooms for the superintendent and family, kitchen and dining room, all under good supervision and management.

THE GYMNASIUM, located on the north side of the campus, is a frame structure forty-two by eighty-four feet in size, well lighted, with an ample court for indoor games, and seats for the accommodation of three hundred spectators. It is well adapted to the physical training of the men and women of the institution.

THE BRIGHT CONSERVATORY OF MUSIC, including Phillips Music Hall, is located in the central part of the city. It has student living rooms, rooms for music teaching and practice equipped with pianos, and a suitable hall for recitals, lectures and entertainments.

THE PRESIDENT'S HOUSE, located near the northwest corner of High Street and College Avenue, the gift of the late Rev. M. S. Drury, is a modern, well-equipped home occupied by the president of the college.

THE UNITED BRETHREN CHURCH, located on the corner of High Street and College Avenue, while not the property of the College, is a building of splendid architectural design, thoroughly modern in its construction and appointments and is admirably suited to meet the demands of present day Christian work. It has an auditorium, which, with gallery and adjoining rooms, has a seating capacity of eight hundred, which is available for commencement exercises and other large college functions. The pipe organ of the church is used in giving lessons to students in the Conservatory of Music.

RELIGIOUS AIMS AND HELPS

Leander Clark College aims to afford to all its students, young men and young women alike, a liberal education in the arts, sciences and philosophy, under positively good social, moral and religious surroundings and influences. While its courses of study are planned to promote an all-around and thorough scholarship, it seeks through its methods of instruction to inculcate high Christian principles and to develop genuine Christian character and worth. To this end, self-control, self-reliance and mental strength and alertness are given distinct encouragement. The purpose of

the founders to make the college a center of an earnest religious life, has never been lost sight of. On all school days, from ten to ten-twenty a.m., devotional exercises are held in the college chapel, all students being required to attend unless excused for very special reasons. On these occasions almost daily instructive and inspirational addresses are given by the faculty and others. Thus the motives and habits of an earnest Christian life are given due recognition and emphasis. To secure these results the Bible is given a place in the various courses of study. Besides, special Bible classes are conducted under capable leadership. Thus the broadest culture of mind is secured within a wholesome religious atmosphere.

The city of Toledo has four churches, all well equipped with the facilities of helpful Christian worship and training. These have the usual agencies for valuable instruction and exercise in the development of the spiritual and social life, preaching, Bible and mission study, young people's society work, and meetings for prayer and personal consecration. Every student is expected to select one of these churches as his church home while he is in school and make it his place of religious worship and work. Regularity in attendance upon the public worship in the churches, at least once each Sunday, is required.

The Young Men's Christian Association and the Young Women's Christian Association hold weekly devotional meetings, open to all students. They conduct Bible and Mission Study classes and have representation in Association conventions and summer conferences, thus keeping their members in close touch with the great forward movements of Christian enterprise and endeavor. These associations include a large proportion of the students in their

membership and are a very important factor in the religious life of the institution.

THE LIBRARY

The library of the college is now located in the large, well-lighted southwest room on the second floor of the Administration Building. It contains nearly eight thousand volumes, comprising encyclopedias, dictionaries, collections of the world's best literature, together with books of science, history, biography, philosophy, theology, poetry and standard fiction. Recently the books were reclassified, catalogued, and labeled. By the introduction of the card index cabinet, the entire library is readily accessible, and is given a practical value otherwise impossible. It is the plan of the Library Committee to expend at least five hundred dollars each year in library equipment and new books.

During the past year additions to the library of substantial worth have been made. These include chiefly two double-faced, steel book stacks, each eight feet high and twelve feet long. They were memorial gifts. One is in memory of the late Dr. William Miller Beardshear, president of the college from 1881 to 1889, and is a contribution in appreciation of his noble character and eminent services as an educator from warm personal friends and former students. The other is the gift of Mrs. Jane McIntyre, of Gladbrook, Iowa, in memory of her son-in-law, Mr. Joseph Fletcher, late of Ashton, Under Lyne, England. Such gifts are appreciated, not only for the friendship prompting them, but for their artistic value and usefulness.

The library, which is also the reading room of the college, is well supplied with weekly periodicals, including

some of the best newspapers, leading magazines and reviews, together with many important publications for the use of the several departments of instruction, and also numerous college papers and bulletins. The weekly Congressional Record and other State and National documents likewise enrich the reading room tables.

Friends of the college desiring to contribute funds for the enlargement of the library, or who have valuable books, or sets of books, they would like to present to the institution, are kindly asked to make their desires known to the Library Committee.

DEPARTMENTS

COLLEGE OF LIBERAL ARTS

This department maintains standard courses requiring four years for their completion, and leading to the degrees of Bachelor of Arts and Bachelor of Science. Any student receiving either of these degrees is prepared for admission to the senior year, or for graduate work in Yale University, the University of Chicago, or other institutions of similar grade. If students, during their course in this department, have elected in the Department of Education the required amount of professional work, they are entitled to first grade State teachers' certificates, good for five years.

DOMESTIC SCIENCE

This department offers a two-year course in Foods and Textiles, with related subjects in science. A longer course requiring four years in science is urgently recommended to all students taking this work.

THE ACADEMY

The Academy maintains a full four-years' course equivalent to that given in the standard high schools of the State.

The successful completion of this course fits the student to enter the freshman class in the College of Liberal Arts.

TEACHERS' COURSE

In connection with the Academy provision is made for a Teachers' Course offering the requisite advantages to fit one for the examination required for any grade of Iowa county teacher's certificate.

COLLEGE OF MUSIC

This institution provides standard courses in piano, voice, violin, pipe organ, harmony and history of music, leading to appropriate certificates and diplomas.

BUSINESS COLLEGE

This college offers the various business courses, including bookkeeping and other commercial branches, shorthand, typewriting and the different related subjects.

SCHOOL OF EXPRESSION

In this are provided the usual courses in elocution, oratory and public speaking, of special interest to readers, debaters and others desiring to acquire facility and force of expression on the platform.

SCHOOL OF ART

In this department are offered courses in freehand drawing, public school drawing, china painting, water color, and oil painting.

ATHLETICS

This department provides for proper physical culture and wholesome sports and games, and for such other exercises in recreation as are essential to good health and to intellectual vigor and growth. All athletic affairs of the college are controlled by the Athletic Committee, composed

of the Dean of the college, as chairman, the Physical Director, two other members from the college faculty, and two alumni members. This committee shall determine general policies, manage athletic business, and have the direction of all athletic schedules and games. The official correspondence of the department shall be conducted by the secretary of this committee.

The gymnasium, having basket ball, indoor baseball, tennis and hand ball courts, shall also be used for a training court for baseball and football.

The athletic grounds embracing five acres and furnishing a baseball diamond, a football field, tennis courts, a one-fifth mile running track, and an outside basket ball court, are ample for general athletic purposes. By careful reworking from season to season the grounds are kept in good condition for all games and other physical training events.

All home games are played in the college grounds, which are practically enclosed by the buildings and an eight-foot canvas fence through the gates of which spectators are admitted.

Football in the fall, basket ball and indoor baseball in the winter, track athletics and baseball in the spring, are the sports which chiefly enlist student interest and call for the most scientific training. For those who do not care for these, or who are not physically strong enough to participate in them, other exercises or classes in floor athletics are provided. Tennis receives much attention and is a popular game.

The different sports in their respective seasons are managed so that all students may have a share in them by having inter-class and department games, aside from the intercollegiate games. In this way eligible material is developed for future teams.

LECTURES AND ADDRESSES

Numerous informal addresses by local ministers, members of the faculty, and visitors are delivered each year at the chapel hour in the Assembly Hall. These usually have distinctly practical aims. Other addresses somewhat more formal before the students and citizens the past year were the following: The opening address, the inaugural of President Marion R. Drury, on "The Chief Business of the Church College," and the addresses of the Hon. James Wilson and Professor John E. Foster, '97, in connection with the installation ceremonies of the new president; the address at the opening of the winter term by the Rev. W. C. Cleworth, pastor of the Methodist Church, of Tama, Iowa, on the character of Daniel Manin, the Venetian patriot; and the Lincoln Day oration by the college pastor, the Rev. O. O. Inman. In addition to these a lyceum course, under the auspices of the Young Men's Christian Association, was given, comprising the following excellent numbers: Lectures by Dr. E. T. Hagerman and Wm. Rainey Bennett, and musical entertainments by the Hartford Male Quartet, the Maurer Sisters Orchestra and the Barnard Orchestra.

STUDENT ORGANIZATIONS

LITERARY SOCIETIES

There are four literary societies in the college—two for women, the Caliopean and Young Ladies' Athenæum, and two for men, the Young Men's Institute and the Philophro-nean. The societies hold weekly meetings in their modern and well-furnished halls, and afford excellent opportunities for improvement in oratory, debate and parliamentary practice. All students are eligible to membership in them,

and they are earnestly advised to avail themselves of their advantages.

CHRISTIAN ASSOCIATIONS

The Y. M. C. A. and Y. W. C. A. are strong, active organizations. They aid in the receptions given to new students at the opening of each semester, hold weekly meetings for Bible study and devotional exercises, and in other ways they greatly assist in promoting a wholesome Christian atmosphere in and about the college.

STUDENT VOLUNTEER BAND

This organization is composed of young men and women who have volunteered to enter some field of missionary activity as soon as the way may open for them to do so. It is a most effective agency for promoting missionary intelligence and stimulating the true missionary motive.

FORENSIC LEAGUE

This organization has charge of all matters relating to intercollegiate oratory and debate. The league has membership in the State Oratorical Association, and of the triangular debating league, composed of Parsons, Penn and Leander Clark Colleges; it also provides for one or more interacademic debates annually.

INTERCOLLEGIATE PROHIBITION LEAGUE

This organization exercises a wholesome influence in the college in favor of aggressive temperance work. An oratorical contest is held each year under the auspices of the league and the winner in this contest represents the college in the intercollegiate contest. The benefits and honors won in this field of forensics are well worth all they cost in time and effort.

COLLEGE PUBLICATIONS

There are three periodicals issued by the college: *The Bulletin*, published by the college; *The Leander Clark Record*, and *The Cardinal*, published by the students.

The Bulletin is issued quarterly and is the chief medium of communication between the college and its constituency; the April number constituting the Annual Catalogue.

The Leander Clark Record is a large four-page weekly devoted to college news and is edited and managed by a strong student staff. The paper in both journalistic qualities and mechanical make-up, is highly creditable to the school.

The Cardinal is edited and published by the Junior Class each year. It is a most attractive volume of nearly 200 pages, printed on the very best of paper, handsomely illustrated, and is splendidly bound and lettered in gold, the very acme of the printer's and bookmaker's art. The purpose of this annual is to give a resumé of the doings of the entire institution for the year. Wit, humor, history, prophecy, song, and story, beautifully illustrated throughout, unite to make *The Cardinal* the brightest and most sought after publication sent out from the college.

PUBLICITY COMMITTEE

In addition to the several publications whose object is the dissemination of information, the college has a Publicity Committee, composed of five members, one from the faculty and one from each of the four literary societies, whose special duty it is to gather the news of events taking place in the college community for the leading dailies and weeklies of the State. The news of these social and other happenings related to the college life not only has

interest to the people directly concerned, but as well to that larger circle of interested friends, the church and general public, on whose continued patronage and good will the college must always be dependent for its real success and growth. This plan has proved eminently satisfactory and shows the wisdom of the principle on which it is based, namely, that the best things in the world need publicity and advertising. The way to reach the public, to bring new friends and supporters to the college, is to make its work as widely known and understood as possible.

DEGREES

The degrees conferred by the trustees, on recommendation of the faculty, are Bachelor of Arts, Bachelor of Science, and Master of Arts. The degree of Bachelor of Arts will be conferred on accepted candidates who shall have pursued successfully, the full preparatory and college courses in general letters, and the degree of Bachelor of Science upon accepted candidates who shall have pursued successfully the full preparatory and college courses in which the major work has been in science. Each candidate for the Bachelor's degree shall be required to submit to the Thesis Committee by November 1 of the year in which he seeks graduation, a subject for a final thesis, with outline of proposed treatment. After approval of subject and outline, the candidate must write a thesis of not less than three thousand words on the subject chosen, and submit the same in typewritten form by May 1 following. The fee for each of these baccalaureate degrees is \$5.00.

The degree of Master of Arts will be conferred on accepted candidates, who, having received the Bachelor's degree from this or some other college of good standing,

shall successfully complete in residence, and under the direction of the faculty, advanced courses of liberal study equal in amount to the work of one collegiate year, together with the presentation of an approved thesis. The tuition fee for this work is the same as that for undergraduate work.

STUDENTS' HOMES

Students of the college have large liberty in the selection of their rooming and boarding places. Beatty Hall provides excellent accommodations for young ladies. The rooms are twelve and one-half by fifteen feet, and each one is furnished with floor covering, bedstead, springs, mattress, comforts, pillows, commode, toilet set, chairs, table, electric light and steam heat. Students furnish their own sheets, pillow-cases, bed-spreads, and towels. A bath room is conveniently situated on the second floor of the building.

Beatty Hall, besides furnishing board for its occupants, furnishes board for both young men and young women who have rooms in private homes. Students can easily secure rooms and boarding with private families at reasonable rates. It is understood that householders who receive students into their homes will coöperate with the faculty in maintaining standards of proper conduct. Men and women are not to be received as roomers in the same house. Where young women are received, a general reception room, under the supervision of the householder, must be provided. Young women are not to entertain gentlemen callers later than ten o'clock, and not oftener than twice a week. The object of these regulations is that all students may have suitable rooms with such safeguards as to social relations as will be conducive to moral safety and the best student life.

DEAN OF WOMEN

The young women of all the departments of the institution are under the general supervision of the Dean of Women. They will be expected to consult with her concerning their problems, personal and social, and avail themselves of her experience and counsel on all matters of character and conduct, concerning which they may be in doubt.

GOVERNMENT

The rules governing the conduct of students are few and simple. They are only such as everywhere are regarded conducive to that sense of responsibility for good order which characterizes ladies and gentlemen. The aim in the administration of the college shall be to promote the training of students in self-government, a result of great value in all true education. High ideals of life, of courtesy, and of honor will be emphasized and encouraged. However, it may be said that these principles definitely require: first, studiousness; second, promptness and regularity at chapel and recitations; third, attendance at public worship at least once each Sunday; fourth, abstinence from the use of tobacco in any form, and from profane and unbecoming language and conduct about the buildings and grounds. Whenever these ends fail of accomplishment, and any student persistently shows a lack of appreciation of the privileges offered him, such discipline will be administered as it is thought the welfare of the institution and of the student demands.

It should be noted, too, that persistent idleness will as certainly call for discipline as a breach of college good order. To permit one to waste his time and money while

nominally a student, would be as unjust to him as it would be injurious to the college community. Any student thus offending will be considered as having resigned his relations in the college, and his parents or guardian will be requested to have him withdraw from the institution. This shall be further understood as meaning that any student who fails to make at least ten hours' credit during any semester will not be permitted to re-register without the special permission of the faculty.

ATTENDANCE

Students must be in attendance at all recitations in the course for which they are enrolled. Each necessary absence up to a number equaling that of the recitations per week in the course, will deduct one per cent. from the term grade for the course, each one thereafter will deduct two per cent. Full credit for the course cannot be allowed if the student is absent nine times in the semester. Recitations missed by late registration will count the same as absences.

AMOUNT OF WORK

Sixteen hours of recitation a week are regarded as full work. In the adjustment of courses with odd hours a maximum of eighteen hours may be allowed. A student seeking to carry more than sixteen hours—eighteen in the special cases cited above—must show credits for the previous semester of 85 per cent. in all subjects, must make 80 per cent. in all subjects for the current semester, and must also pay an extra tuition fee of \$1.50 for each semester hour so carried.

STUDENTS' COUNCIL

A Students' Council, composed of four members, to be elected at the opening of each college year, from the four

college classes, shall constitute a special committee to consult with the president of the college, and to advise with him concerning any matters which they may deem important to the welfare of the college, and which may relate to student life and affairs. This council will act with the president when necessary in investigating violations of the rules of college good order, and may recommend to the faculty from time to time such action as they regard best suited to conserve the interests of the institution and the student body. The aim of this provision is to encourage so far as possible student responsibility in the administration of college government, and to do this through mutual confidence and coöperation.

DISMISSALS

Honorable dismissals from the college will be granted only by a vote of the faculty. Any student who leaves the college before the final closing of any semester without permission will not be regarded as having honorably completed his work and to be entitled to regular dismissal.

PRIZES AND SCHOLARSHIPS

1. *The Armstrong Cup.* This prize, given for the best effort in oratory, was provided by Mr. S. G. Armstrong, of Cedar Rapids, Iowa. Each year the winner of the home contest preliminary to the State Oratorical Contest, is to have his name engraved upon the cup, the cup to be held by the college and exhibited as a roll of honor.

2. *Trustees' Scholarship in Oratory.* These prizes, also given for the best work in oratory, are granted by the trustees of the college. The winner of the contest preliminary to the State Contest is awarded one year's free tuition in the college. The winner in the Commencement Contest is

awarded free tuition for one semester, and the winner of the second place, free tuition for one-half semester.

3. *The Martin and Mary J. Wheaton Scholarships.* These prizes were established by Martin and Mary J. Wheaton, brother and sister, for many years residents of Toledo. Having no immediate heirs, they left their entire estate to charitable institutions. By the terms of their joint will, Leander Clark College was made a residuary legatee. The executor of the will thereupon turned over to the College a little more than \$4,000. This bequest was to be added to the permanent endowment fund, and become the foundation for two perpetual scholarships to bear the names of the donors. The names of the scholarships and of the beneficiaries are to be printed in each annual catalogue for all time. The faculty of the College of Liberal Arts will nominate the candidates and the Executive Committee will award the scholarships annually.

4. *Jesse H. Gray Scholarship.* This is a scholarship provided by a fund of one thousand dollars, the gift of the class of 1912, as a memorial to their classmate, Jesse H. Gray, who died in his senior year. The class reserves the right to name the beneficiary from year to year so long as it cares to do so.

5. *Nellie C. Robertson Scholarship.* This is a scholarship of one thousand dollars established in 1912 by Mrs. Nellie C. Robertson, of Forreston, Illinois. During her lifetime she will nominate the candidate to receive the benefit of her gift.

EXPENSES

BOARD AND ROOMS

Board without room is furnished in families at \$3.00 to \$3.75 per week. Furnished rooms may be obtained at \$1.00

to \$1.75 per week for each occupant. Room and board in families can be had at \$3.50 to \$4.50 per week.

MARY BEATTY HALL

The Mary Beatty Hall furnishes rooms and board at the following rates: Room, two occupants, \$1.00 a week each; electric light, 50 cents a month for each room; board, \$3.00 a week.

TUITION

Tuition in the college is \$40.00 a year, payable in two installments of \$20.00 each, one at the beginning of each semester. Tuition in the Academy is \$36.00 a year, payable in two installments of \$18.00 each, one at the beginning of each semester.

The sons and daughters of ministers in actual service in the Church are admitted on half tuition, but are expected to pay full fees.

Information as to tuition in the College of Music, Business College, School of Oratory, and School of Art, will be found under the heads of those departments.

SEMESTER FEES

An athletic fee of \$1.50 a semester is charged to all students in the College of Liberal Arts, the Academy, and the Business College. This fee admits to gymnasium privileges, and to intercollegiate contests. Other students may avail themselves of these privileges by the payment of the fee.

A forensic fee of 50 cents each semester is charged all students. This admits students to all oratorical and debating contests.

A library fee of 40 cents each semester is charged all students.

A medical examination fee of fifty cents a term is charged all students. This fee secures once each semester competent medical examination and advice at a merely nominal cost.

Laboratory fees are as follows: Chemistry, first year, \$5.00 each semester; second year, \$5.00 each semester. Physics, \$2.00 each semester. Botany and Zoölogy, \$2.00 for each course.

APPOINTMENT COMMITTEE

The Appointment Committee is composed of three members of the college faculty. Its purpose is to help the graduates of the institution to find positions as teachers and to aid superintendents of schools and boards of education in securing suitable instructors. The services of the committee are gratuitous. Correspondence is solicited from alumni who are seeking positions, and from school officers in need of teachers. Address all correspondence to Secretary of Appointment Committee, Toledo, Iowa.

INDUSTRIAL OPPORTUNITIES

Young men and young women of limited means, who desire to attend college, and who are willing to work for their board, or a part of it, or who would like other employment to enable them to meet their expenses, should write the president of the college for information as to opportunities for self-help. Many young people who are in earnest to win an education are able to earn enough while going to school to meet a large part, if not all, of their expenses. However, it should be said that students who are under the necessity of earning, during the college year, any considerable part of their expenses should expect to take a longer time in fulfilling the requirements for a

degree than they would otherwise need. The doing of outside work for self-support, while it is to be commended, receives no consideration in maintaining standards of college work and of graduation.

ALUMNI ASSOCIATIONS

COLLEGE OF LIBERAL ARTS

The Alumni Association is composed of all graduates from the College of Liberal Arts. Its present membership is about four hundred. The purpose of this organization, as stated in the constitution, is "the cultivation and perpetuation of feelings of attachment and unity among its members, and of interest in their alma mater, as well as the transaction of the proper business of the association." The annual business meeting occurs on the day preceding the commencement of each year, and is followed by the anniversary and banquet in the evening. As the years pass the alumnæ and the alumni are proving increasingly helpful to the work of the college. The association has six representatives on the board of trustees of the institution.

COLLEGE OF MUSIC

The Alumni Association of the College of Music is composed of all the graduates of this department of the college. Its purpose is to promote and perpetuate friendship among its members and to stimulate interest and efficiency in music as a branch of higher education.

THE DEPARTMENTS

The College of Liberal Arts.

The Academy.

The Department of Domestic Science.

The College of Music.

The Business College.

The School of Oratory.

The School of Art.

The Department of Physical Training.

COLLEGE OF LIBERAL ARTS.

FACULTY

MARION RICHARDSON DRURY, A.M., D.D.
President

HENRY WINFIELD WARD, A.M.
Dean

Professor Jennie McIntyre Fletcher Chair of English

JOHN FRANK YOTHERS, A.M.
Professor of Mathematics

WILLIAM LESLIE VERRY, A.B.
Professor of Greek and Latin

ROSS MASTERS, Ph.M.
Professor of Education

LESLIE A. KENOYER, A.M.
Professor of Biology

LLOYD KENDRICK RIGGS, B.S.
Shambaugh Professor of Chemistry

LOUISE AHLBRECHT, B.S.
Professor of Domestic Science

M. ELIZABETH APPLETON, A.M.
Professor of Modern Languages

ORLANDO HORNING, A.M.
Professor of History and Political Science

THE COLLEGE OF LIBERAL ARTS

TUITION

For each semester, \$20.00.

TERMS OF ADMISSION

All candidates for admission are expected to present testimonials of good moral character; if from another college, certificates of honorable dismissal, signed by the presiding officer, are required.

Graduates of approved high schools and academies are admitted to the Freshman class without examination on presentation of diploma or certificate of work done. Other students are admitted on passing a satisfactory examination in the studies named below, or on completion of our own Academy course. Real equivalents for the studies required may be accepted at the discretion of the faculty.

Blank forms of application for admission may be secured from the President or Registrar. These should be filled out and returned at least ten days before the opening of the college year.

ENTRANCE REQUIREMENTS

Candidates for unconditional entrance to the Freshman class will present thirty acceptable semester credits selected from the subjects given below. For all courses, however, there is a minimum requirement of six semesters of English, five in Mathematics, four in History, and four in foreign language. The remaining eleven credits may be chosen from subjects in the following list. The candidate, however, will find his progress in any course greatly facilitated by presenting among his entrance subjects, in addi-

tion to those named above, at least two credits of Science, preferably Physics.

MINIMUM REQUIREMENTS

English, six credits.

Mathematics, five credits.

History, including Civics and Economics, four credits.

Foreign Language, four credits.

POSSIBLE ELECTIVES

English, two credits.

Mathematics, two credits.

Foreign Languages, twelve credits.

History, five credits.

Science, ten credits.

Commercial Subjects, six credits.

Manual Training and Domestic Science, six credits.

Pedagogy, two credits.

1. English (eight credits).

The eight credits in English should include:

1. English Grammar, Word Study, and History of the English Language.

2. Composition and Rhetoric. This requirement presupposes that the student has had constant practice in writing, and is able to compose with facility and correctness. The study of some such text as Gardiner, Kittredge and Arnold's Composition and Rhetoric, of Scott and Denny's Composition-Rhetoric, should form part of the preparation for this requirement.

3. English Classics. The "uniform entrance requirements" in English will furnish a fair idea of the preparation that should be made in English Classics.

4. English and American Literature. It is recommended that the History of Literature be taken up during

the third and fourth years of the high school. Long's English Literature and Abernethy's American Literature will be found serviceable texts in these subjects.

2. Latin (eight credits).

I. AMOUNT AND RANGE OF THE READING REQUIRED.

1. The Latin reading required of candidates for admission to the college, without regard to the prescription of particular authors and works, shall be not less *in amount* than Cæsar, Gallic War, I-IV.; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil Æneid, I.-IV.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and De Senectute) and Sallust (Catiline and Jugurthine War); Vergil (Bucolics, Georgics, Æneid) and Ovid (Metamorphoses, Fasti, and Tristia).

II. SUBJECTS AND SCOPE OF THE EXAMINATIONS.

1. *Translation at Sight.* Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, orations, for the Manilian Law and for Archias, and Vergil, Æneid I., II., and either IV. or VI. at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation

at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

3. Mathematics (seven credits).

1. Algebra, through quadratics. Three credits.
2. Plane Geometry. Two credits.
3. Solid Geometry. One credit.
4. Advanced Algebra, or Advanced Arithmetic. One credit.

4. History (nine credits).

1. Ancient History. Two credits.
2. Mediæval and Modern History. Two credits.
3. History of England. Two credits.
4. United States History (after ancient history). One credit.
5. Civil Government. One credit.
6. Elementary Economics. One credit.

5. Commercial Subjects (maximum, six credits).

1. Business Arithmetic. One credit.
2. Elementary Bookkeeping. Two credits.
3. Business Law. One credit.
4. History of Commerce. One credit.
5. Commercial Geography. One credit.
6. Shorthand and Typewriting. Two credits.

6. Manual Training (maximum, six credits).

1. Shop Work. Six credits.
2. Drawing. Two credits.
3. Domestic Science. Two credits.

7. Greek (four credits).

1. Grammar, Burgess and Bonner, or equivalent. Anabasis, Book I., Smith or equivalent. Two credits.
2. Anabasis, Books II., III., and IV., prose composition. Two credits.

8. German (four credits).

1. Grammar, Bacon or equivalent; Bacon's *Im Vaterland*, Storm's *Immensee*, Hillern's *Höher als die Kirche*. Two credits.

2. About four hundred pages of miscellaneous prose and one classical drama should be studied. Two credits.

9. Science (eight credits).

1. Physics, Carhart and Chute, or equivalent. Two credits.

2. Chemistry. General Chemistry, recitation and laboratory work throughout the year. Remsen's *Briefer Course*. Two credits.

3. Zoölogy, or Nature Study. One year's study of animal structure, habits, and life history, with laboratory practice as an important part of the course. Two credits.

4. Botany. Bergen's *Foundations of Botany*, or equivalent. One credit.

THE GROUP SYSTEM

Our work is arranged according to the Group System. While this system is not a very radical departure from that formerly employed, yet some explanation of its characteristic features may be needed.

A Group consists of (a) two Major subjects, each to be pursued at least four hours a week for two years; (b)

a number of required Minors, such Minors being either vitally related to the Majors of the given group, or in themselves essential to a well-rounded education; and (c) a number of Free Electives sufficient to make the student's entire credits reach the 126 hours required for graduation. An hour as here used means one recitation a week for one semester, each subject thus calling for as many hours of credit each semester as there are recitation periods a week in that subject.

The aim of the Group System is twofold: First, to encourage the student to correlate his work and pursue it with a definite purpose for a number of years, rather than to make promiscuous selection; and, second, to suggest a desirable preparation for advanced professional or technical courses.

It will be observed that the Majors of the Groups offered fall naturally under two heads, those that belong to the Department of Letters and those that belong to the Department of Science. The completion of a Group whose Majors come under the designation "General Letters" leads to the degree "Bachelor of Arts"; the completion of a Group whose Majors are Science, leads to the degree "Bachelor of Science."

All students are required to complete before graduation fourteen hours of English, ten hours of Mathematics, eight hours of laboratory science, eight hours of History or Social Science, and eight hours to be selected from the following: Bible Literature, Bible History and Theism and Evidences, the same to be included in the free electives or in the prescribed department to which they belong.

The successful operation of the group plan necessitates that the student choose the group which he is to pursue not later than the beginning of his Sophomore year.

A table of seven groups is appended. The first two subjects named are the Majors. The figures after each subject indicate the number of hours in that subject required for graduation.

Students preparing for educational work are advised to take Group I., and all who complete this course may obtain a first class State Teacher's Certificate without examination. The free electives shall consist largely of those subjects which the student intends to teach. Group II. gives a general scientific training, and should be chosen by students who desire work leading toward medicine, veterinary science and kindred professions. Group III. is suitable as preparatory work in engineering and any other profession demanding a thorough training in mathematics and physical science. Group IV. emphasizes the political and social sciences and gives a strong foundation for legal pursuits. Group V. is recommended especially to those who desire to enter the ministry or other religious work. Group VI. gives special training to homekeepers and Group VII. gives a general literary education.

I	
Education and Psychology.....	20
Foreign Language	16
Laboratory Science	16
English	14
Mathematics	10
History and Political Science..	8
Economics and Social Science.	8
Philosophy	8
Free Electives	26

II	
Biology	24
Physical Science	24
Foreign Language	16
English	14
History and Social Science..	12
Mathematics	10
Psychology	6
Public Speaking	4
Free Electives	16

III	
Physical Science	24
Mathematics	18
Modern Language	16
English	14
History and Political Science.	8
Economics and Social Science.	8
Biology	8
Geology	8
Free Electives	22

IV	
History and Political Science.	24
Economics and Sociology	16
Foreign Language	16
English	14
Mathematics	10
Laboratory Science	8
Philosophy	8
Public Speaking	8
Psychology	6
Free Electives	16

V	
English	18
Philosophy	16
Greek	16
Bible	12
Mathematics	10
Public Speaking	8
Laboratory Science	8
History and Political Science	8
Economics and Social Science	8
Psychology	6
Free Electives	16

VI	
Domestic Science	28
Physical Science	16

Biology	16
English	14
Mathematics	10
Economics and Social Science	8
Psychology and Education	6
Public Speaking	4
Free Electives	24

VII	
Foreign Language	32
English	14
Mathematics	10
Laboratory Science	8
History	8
Philosophy	8
Social Science	8
Free Electives	38

SYNOPSIS OF COLLEGE COURSES

	FIRST SEMESTER	SECOND SEMESTER
Freshman Year hours a week	College Algebra—5. Greek or German—5. Latin or French—4. English—3. Chemistry—4.	Trigonometry—5. Greek or German—5. Latin or French—4. English—3. Chemistry—4.
Sophomore Year hours a week	Greek or German. Public Speaking. Latin or French. Rhetoric. Literary Interpretation. Biology. Analytical Geometry. Qualitative Analysis. American History. European History. Economics. Psychology. Foods. Textiles.	Greek or German. Public Speaking. Latin or French. Shakespeare. Biology. Calculus. Organic Chemistry. American History. European History. Economics. Psychology. Foods. Textiles.
Junior Year hours a week	Logic. German. French. Bible Literature. Tennyson. Physics. Quantitative Analysis. Plant Morphology. Political Science. Oratory and Debate. Harmony. Foods. Textiles. Genetic Psychology.	Ethics. German. French. Nineteenth Century Prose. Browning. Physics. Quantitative Analysis. Political Science. Plant Morphology. Oratory and Debate. Harmony. Foods. Textiles. Educational Psychology.
Senior Year hours a week	Geology. Physical Chemistry. School Supervision and Administration. History of Philosophy. Problems of Philosophy. Sociology. Histology. Vertebrate Zoölogy. Astronomy. Prose Fiction. Argumentation. History of Education.	Geology. Food Analysis. Problems in Education. Metaphysics. Theism and Evidences. Sociology. Bacteriology. Heredity. Meteorology. History of the English Novel. American Poets.

SCHEDULE OF RECITATIONS

7:30 to 8:20	Geometry, Biology Laboratory.
8:20 to 9:10	Oratory and Debate, Freshman Mathematics, Greek II., College Botany, Junior Philosophy, Sociology, Academy English, Political Science, American Government.
9:10 to 10:00	German I., Sophomore English, Junior Education, Advanced Physics, Geology, Latin I., Foods A, Sanitation.
10:20 to 11:10	Junior English, French I., Economics, Senior Education, Latin II., Elementary Physics, Foods B, Personal Hygiene.
11:10 to 12:00	Freshman English, Sophomore Mathematics, Greek III., German III., Senior Philosophy, Latin III., Histology, Bacteriology, Textiles.
1:10 to 2:00	Greek I., German II., Sophomore History Junior History, Astronomy, Algebra I, Advanced Botany, Organic Chemistry, Elocution.
2:00 to 2:50	Latin IV., Chemistry, French II., American and English Literature, Academy History, Psychology.
2:50 to 3:40	Agriculture, Normal Domestic Science French III., Normal Pedagogy.

COLLEGE OF LIBERAL ARTS.

Description of Courses

PHILOSOPHY

PROFESSOR MASTERS

History of Philosophy

This course constitutes a whole year's work. The field is well covered—Greek, Roman, Medieval, and Modern Philosophy—each receives thorough treatment. The work is based upon such authors as Webber and Falckenberg. Parallel reading and research supplement the text and lectures at important points. This course is given in 1913-14, and will be given each alternate year hereafter.

First Semester. Four hours per week.

GENERAL COURSE

This series of studies constitutes a year's work and is intended as a constructive view of the subject based on critical methods. It is foundation work on which to build a personal system of philosophy. Standard texts are employed on the various phases of the subject. The course will be given in 1914-15 and in each alternate year thereafter.

Problems of Philosophy

In the first half of the semester is considered the basic problems of knowledge. The laws and forms of valid thought, the possibilities and limitations of reason critically expounded, afford a basis of consistent thinking. The second half of the semester is given to the problems of Metaphysics proper. In answering the question, "How shall we think of reality?" many problems are considered,

upon the understanding of which depends any comprehensive view of the world.

First Semester. Two hours a week.

Theism and Evidences

In this course one special aim is held in view. The personal element is made prominent—the development, each for himself, of a positive, practical philosophy of life. Thought is directed in the development and discussion of the generally accepted philosophy of the modern religious world, the Philosophy of Theism. In the second half of the semester attention is directed to the philosophical and practical grounds of belief in Christianity as a personal life plan.

Second semester. Two hours a week.

Logic

This course is pursued with a view to the practical application of its principles to reasoning and scientific investigation. Textbook work is supplemented by numerous references, while frequent exercises illustrate the principles and fix them in memory.

First Semester. Four hours a week.

Ethics

This course covers the subject in three phases: First, the historical, the origin and growth of ethical ideas from primitive society; second, the critical, consisting of the discussion of the various ethical theories; and third, the practical, in which the ethical principles thus desired are applied to the social and industrial problems of to-day. Dewey and Tuft's text is made the basis of study.

Second Semester. Four hours a week.

LATIN

PROFESSOR VERRY.

I.

1. Livy, Books XXI., XXII., and Cicero, De Senectute, and De Amicitia.

The history of the Punic Wars is used as a basis for a fuller history of the early republic. A study of Roman Philosophy, with occasional reference to the Tusculan Disputations. Lease's *Livy*, Kelsey's *Cicero, De Senectute, and De Amicitia*.

First Semester. Four hours a week.

2. Horace, Odes, and Epodes.

In connection with the Odes, a study is made of the "Golden Age" of Augustus. Especial attention is paid to the different meters of Horace. Bennett's *Horace*.

Second Semester. Four hours a week.

II.

1. Tacitus, Agricolas, and Germania.

These works of Tacitus are used as a basis for a study of the "Silver Age" of Trajan. Attention is given to the state of civilization of the contemporary Britains and Germans. A careful analysis of the Roman styles of biography is made. Gudeman's *Tacitus*.

First Semester. Four hours a week.

2. Tibullus, Propertius, and Ovid.

A selection of the elegiac poems of these three poets—a study in careful translation—dealing largely with their relations to the patrons of literature in the Augustan age, Mæcenæ, Messala, and Pollio.

Second Semester. Four hours a week.

GREEK

PROFESSOR VERRY

I.**1. Xenophon, Anabasis, Books II., III., IV.**

The grammatical work is emphasized, and especial attention given to forms, idioms, and syntax. Smith's *Anabasis*.

First Semester. Five hours a week.

2. Homer, Iliad Books 1., II., and Selections, Odyssey, Books 1., II.

Emphasis is placed upon the Epic Dialect and Syntax. Mythology. Homeric Hexameter. Sterrett's *Iliad*.

Perrin and Seymour's *Odyssey*.

Second Semester. Five hours a week.

II.**1. Lysias, Orations and Plato, Apology and Crito.**

A study of Grecian Oratory and Philosophy and the History of the period. Prose Composition. Waite's *Lysias*. Kitchell's *Plato*.

2. Introduction to Greek Drama.

Two plays will be read. Attention given to Greek meters and study of the Greek Theater. White's *Ædipus Tyrannus*. Bate's *Iphigenia in Tauris*.

Second Semester. Four hours a week.

History of Greek and Roman Literature.

A course in English planned to familiarize the student with the great body of Greek and Roman Literature—epic and lyric poetry, drama, oratory, history, and philosophy; tracing the development of these, the one from the other as influenced by the advance in civilization of the Greek and Roman people. Fowler's *Histories of the Ancient Greek and Roman Literatures*.

First Semester. Three hours a week.

Mythology.

A course tracing the origin, growth, and significance of the myths and legends of both ancient and medieval peoples, and the influences these have exerted on art and modern English poetry. Fairbanks' *Mythology*. Guerber's *Myths of Northern Lands*.

Second Semester. Three hours a week.

New Testament Greek.

A course for those interested in the original text of the New Testament with some emphasis upon interpretation. Wescott and Hort.

Second Semester alternating with "Homer." Five hours a week.

ENGLISH LANGUAGE AND LITERATURE

PROFESSOR WARD.

1. Freshman English.

Prose: A Study of the Forms of Literary Prose. Critical analysis of Prose masterpieces with the aim to discover the principles of Composition. Weekly themes. Intensive study of the Paragraph, and Essays in Narration, Description, Exposition and Argumentation.

Poetry: A Study of the Nature and Forms of Poetry. Critical analysis of standard types of Epic, Dramatic, and Lyric Verse. Written studies designed to develop facility in interpreting the form and subject-matter of poetry.

Throughout the Year. Three hours a week.

Required of all students.

2. Rhetoric.

The aim of the course is to develop a clear and forcible style of writing. The principles of style and the characteristics of the different forms of literary prose are studied by analysis of these forms as they appear in the works

of standard writers. Each student will write and submit for criticism a series of themes in the standard forms of Prose, Exposition, Argumentation, Narration, Description.
First Semester. Two hours a week.

3. Literary Interpretation.

This course includes:

1. Lectures on the nature of literature and on the spirit and method of literary analysis.
2. Many written and oral analyses by the class of short poems and of prose selections from the best English and American authors.

The aim of the course is to cultivate the faculty of seeing what is the most worthy of attention in a piece of literature.

First Semester. Two hours a week.

4. Shakespeare.

Three representative plays will be studied in detail with special reference (1) to interpretation, and (2) to the principles of dramatic art as these are exemplified in the writings of Shakespeare. Outline studies embracing detailed analysis of plot, character, and literary qualities are required. Special topics are assigned for personal investigation. Students are encouraged to gather stores of memory gems.

Second Semester. Four hours a week.

5. Bible Literature.

In this course no attention will be paid to doctrinal discussions, but the Bible will be studied purely as literature, with a design of acquainting the students with the wealth of literary form and the profound subject-matter of the Hebrew Scriptures. The standard literary forms, History, Story, Epic, Lyric, Idyl, and Drama, will be

traced. Something of the molding influences of Bible thought, imagery, and language upon English Literature will be pointed out.

First Semester. Four hours a week.

6. Nineteenth Century Prose.

The course in English Prose will have a twofold object: (1) a study of prose style exemplified in the writings of recognized masters; (2) a comparative study of the æsthetic, ethical, and social teachings of the writers selected. Representative writings of Macaulay, De Quincey, Carlyle, Ruskin, Arnold, Newman, and Emerson will furnish the material for study. Individual topics will be assigned for exhaustive investigation.

Second Semester. Four hours a week.

7. The Poetry of Tennyson.

Selected poems are studied with a view to tracing the growth of Tennyson's mind and art, and to discovering his attitude toward contemporary life and thought. Daily written analysis of each poem selected for minute study, embracing interpretation of subject-matter and discovery of literary quality, is required. Special topics on the chief characteristics of Tennyson's thought and poetic workmanship will be assigned for individual investigation.

First Semester. Four hours a week.

8. The Poetry of Browning.

The study of selected poems grouped according to subject matter is so directed as to reveal the depth and versatility of Browning's genius. Emphasis is laid upon Browning's presentation of the soul's struggles and aspirations, and upon the inner harmony that usually exists between the subject-matter and the form of his poetry. Daily written analyses are required.

Second Semester. Four hours a week.

9. Prose Fiction.

The course in Prose Fiction is designed to aid students to form mental habits that will make novel-reading a means of intellectual growth and healthful spiritual pleasure; it recognizes the fact that most people will continue throughout life to be readers of fiction. One work of standard fiction will be analyzed in detail to discover the principles that underlie this form of literary art. The aim of the work, and the handling of plot, character, and setting will be studied at length. A number of other novels supplementary to the one selected for minute examination will be studied less in detail.

First Semester. Four hours a week.

10. History of the English Novel.

Lectures on the origin, nature, and development of the English novel. Extensive readings from the works of novelists representing characteristic periods and tendencies. Frequent reports by each member of the class.

Second Semester. Four hours a week.

11. Argumentation.

Analysis of selected argumentative speeches; a study of evidence and methods of proof; practice in brief-making; formal debates.

First Semester. Four hours a week.

12. American Poets.

A study of representative poems from Bryant, Poe, Emerson, Longfellow, Whittier, Holmes, Lowell, Whitman, and Lanier, with an inquiry into the influences that helped to make American poetry what it is. Extensive study of a particular poet by each member of the class.

Second Semester. Four hours a week.

MODERN LANGUAGES

PROFESSOR APPLETON.

1. Second German.

During the year three German classics are read: *Die Jungfrau von Orleans*, or *Wilhelm Tell*, Schiller; *Der Trompeter von Sakkingen*, Scheffel; *Ein Kampf um Rons*, Felix Dahn.

Throughout the year. Five hours a week.

2. Third German.

Three texts are studied during the year: *Nathan der Weise*, Lessing; *Bilder aus der Deutschen Litteratur*, Keller, this being a general survey of German literature, with numerous selections from the authors studied; and *Faust*, Goethe.

Throughout the year. Five hours a week.

1. First French.

Thieme and Effinger's grammar is studied throughout the year. During the second semester, selections from Standard French authors Guerlac, are read.

Throughout the year. Four hours a week.

2. Second French.

During the year several French classics are read: *Athalie*, Racine; *Le Cid*, Corneille; *Anthology of French Prose and Poetry*, Vreeland; and *Graziella* or *Jocelyn*, Lamartine.

Throughout the year. Four hours a week.

3. Third French.

The Drama and Lyric Poetry of the nineteenth century are accompanied by written analyses of assigned French lyrics. *Ruy Blas* forms the basis of a study of Victor Hugo. Several works of Danoet are read and reviewed. *Corrinne*, by Mme. de Stael, is studied in its relation to Italian art, architecture, and travel.

Throughout the year. Four hours a week.

BIOLOGY

PROFESSOR KENOYER.

The Biology Department is well equipped with microscopes, microtomes, ovens, charts, models, microscopic and lantern slides, and other apparatus and material necessary for doing thoroughly up-to-date work. An excellent library, catalogued by subjects, is in the biology room.

Course 1 may be taken in the freshman or the sophomore year, and should precede any of the other courses. It is highly desirable that some training in chemistry precede the biology courses. Domestic science students should take courses 1 and 5; medical students courses 1, 4, 5, 6, and 7.

The laboratory fee is \$2 per semester. Additional charge will be made for breakage to apparatus.

1. **General Biology.** Entire year, using Conn's text and laboratory outlines furnished by the department. This course, which should be preceded by some high school training in biology, deals with the more important principles of the living world, and aims to give a notion of life and its significance. Plant and animal forms ranging from the lowest to the highest are studied, and the relations between plant and animal life emphasized. Two lecture and two double laboratory periods.

2. **Plant Morphology.** First Semester. A study of representative forms from all the great groups of the plant kingdom, with particular reference to plant evolution. Drawings are finished in ink, and careful work insisted upon. Two lecture and two double laboratory periods.

3. **Plant Physiology and Ecology.** Second Semester. The leading principles of physiology are demonstrated by laboratory experiments. During the spring, much time is devoted to field study of plants with refer-

ence to their environment. Two lecture and two double laboratory or field periods.

4. **Histology.** First Semester. The more important tissues of plants and animals are studied in this course. Special attention is given to human tissues. Students are trained to section and stain material for microscopic study. One lecture and three double laboratory periods. Alternate years; given in 1914.

5. **Bacteriology.** Second Semester. The recitations place special emphasis upon the practical phases of the subject. The laboratory work deals with distribution of microorganisms, staining, sterilization, water and milk analysis, recognition of disease bacteria, etc. Two lectures and two double laboratory periods. Alternate years; given in 1915.

6. **Vertebrate Anatomy.** First Semester. Representatives of the different classes of vertebrates are dissected and compared, the principal objective being to give a clear notion of human anatomy. One lecture and three double laboratory periods. Alternate years; given in 1915.

7. **Heredity.** Second Semester. A two-hour lecture course. Walter's Genetics is used as a guide to the fundamentals of this new science. Alternate years; given in 1916.

8. **Animal Ecology.** Second Semester. The local fauna is studied by means of field trips, laboratory exercises, and the use of keys. Special attention is given to birds during the spring months. Two double laboratory or field periods per week. Alternate years; given in 1916.

HOME ECONOMICS

PROFESSOR AHLBRECHT.

First Semester**1. Food Preparation.**

Two recitations and two two-hour laboratories. Prerequisite, one year of general chemistry.

This course includes the subject of foods and food preparation in its scientific and economic phase. The study of the nutritive principles as found in different foods and the method of cooking foods for the diet.

2. Advanced Cookery.

Two recitations and two two-hour laboratories. Prerequisite course, Organic Chemistry and Quantitative Analysis.

The study of dietaries, the planning and serving of meals, and the marketing of food.

3. Personal Hygiene.

One hour recitation.

A study of the person, clothing and surroundings from a sanitary viewpoint.

4. Home Sanitation.

Two hours' recitation. Prerequisite, Bacteriology and Personal Hygiene.

A study of the location of houses, house plans, heating, plumbing, and ventilation.

5. Textiles.

One hour recitation. One three-hour laboratory.

A study of the different fibres and fabrics; evolution of spinning and weaving. Drafting of patterns, cutting, and the making of useful garments will be taken up.

6. Costume.

One hour recitation. One three-hour laboratory. Prerequisite, Course V.

A study of colors and styles, history of costume, and applied design. Laboratory work will consist of tailored waist and skirt and dress.

7. Sickroom Cookery and Home Nursing.

One recitation and one three-hour laboratory.

A study of the patient under home conditions.

Second Semester

8. Food Preparation.

Two recitations and two two-hour laboratories.

A continuation of Course I.

9. Advanced Cookery.

Two recitations and two two-hour laboratories.

A continuation of Course II.

10. Textiles.

One recitation and one three-hour laboratory.

Continuation of Course V.

11. Costume.

One recitation and one three-hour laboratory.

Continuation of Course VI.

12. Household Decoration.

Two hours' recitation.

A study of interior decoration from the standpoint of utility, economy, and beauty.

13. Home Management.

Two hours' recitation.

A study of the division of income and the management of homes in various phases of life.

14. Normal Course.

Three hours' recitation and two two-hour laboratories.

A course for girls taking normal course. The study of foods and textiles, methods of teaching, and the making of outline of courses for teaching.

SCHEDULE

Recitations.

Home Sanitation—Tuesdays, 8:20 to 9:10; A Foods—Mondays and Thursdays, 9:10 to 10:00; B Foods—Wednesdays and Fridays, 10:20 to 11:10; Personal Hygiene—Monday, 10:20 to 11:10; A Textiles—Wednesday, 11:10 to 12:00; B Textiles—Thursday, 11:10 to 12:00; Home Sanitation—Friday, 11:00 to 12:00; Sickroom Cookery—Monday, 8:20 to 10:00.

Laboratories.

B Textiles—Tuesday, 9:10 to 12:00; A Foods—Monday, 2:50 to 4:20; Wednesday, 2:00 to 4:20; B Foods—Tuesday 2:50 to 4:20; Friday, 2:00 to 4:20; A Textiles—Thursday 2:00 to 4:20. Sickroom Cookery—Wednesday, 8:20 to 10:00.

PHYSICAL SCIENCE

PROFESSOR RIGGS.

The Physical Science laboratories are well located and equipped with apparatus and materials necessary for the work comprehended in the courses offered. Individual work is emphasized. The lecture-laboratory method of instruction is employed in all the work of the department.

Culture is the primary aim of the courses offered, but the foundation is well laid for technical training.

Students contemplating professional pursuits will find these courses adapted to their needs.

All students taking laboratory courses are required to deposit with the treasurer an amount sufficient to cover cost of materials used and apparatus broken or injured beyond ordinary wear. At the end of the course the balance of deposit not used will be returned to the student. The amount of deposit is regulated by the nature of the

work pursued. In General Physics a uniform deposit of \$2.00 is required; Chemistry 1, 2, and 3, \$3.00.

CHEMISTRY

The courses in chemistry are designed to meet the needs of three classes of students: Those who wish to gain an elementary knowledge of the subject as a part of a general culture course, those who intend to pursue some technical application of science, and those who intend to take up chemistry as a profession and so desire a broad foundation for advanced work.

No liberal education is complete without a course in chemistry, because the subject matter is of fundamental importance in every-day life. The application of chemistry to commercial problems has broadened the field, and has also increased the demand for men and women trained in this line of work.

In order to meet this demand the course has been strengthened and apparatus supplied to meet the new requirements.

Four years of chemistry are now offered; in addition one year of research work leading to baccalaureate thesis is now open to students who show ability for original work along this line. The student who selects chemistry as a major and satisfactorily completes the course outlined below will be prepared to enter technical schools as a candidate for advanced degrees—to take up remunerative work as a technical or analytical chemist, or to engage in teaching chemistry.

Although there are no prerequisites for Course I., other than those for admission to the college, it is advised that those who elect chemistry present one year of elementary physics.

1. General Inorganic Chemistry.

Two recitations, one experimental lecture, and two laboratory periods each week. This course covers the metallic and non-metallic elements and the fundamental principles of chemistry. The conception of a chemical equilibrium and the modern theory of solutions are used.

Recitations: Monday and Tuesday, 11:10. Lecture Wednesday, 2:00 p.m., Laboratory, Monday and Friday 2:00 p.m. Throughout the year, Eight semester hours credit.

2. Qualitative Analysis. Prerequisite, General Chemistry

A laboratory method for the detection of the common cations and anions is so closely correlated with a distinct advance in physical chemical theory.

First Semester. Four hours' credit.

3. General Organic Chemistry. Prerequisite General Chemistry.

A study of the aliphatic and aromatic compounds of carbon.

Second Semester. Three hours' credit.

4. Food Analysis. Prerequisite, Chemistry I. and II.

Inspection of foodstuffs and proximate analysis.

Second Semester. Three hours' credit.

5. Quantitative Analysis. Prerequisite, General Chemistry.

Laboratory work in gravimetric and volumetric analysis. One lecture per week. Credit depends upon number of determinations made. Either semester or throughout the year to meet individual needs.

6. Physical Chemistry.

This course is based on Bigelow's "Theoretical and Physical Chemistry."

First Semester. Three hours' credit.

PHYSICS

1. **Mechanics, Molecular Physics and Heat.** Prerequisite, High School Physics.

A general course, presented mainly from the experimental standpoint.

First Semester. Four hours' credit.

2. **Electricity, Sound and Light.** Continuation of Physics. This course alternates with Geology. Given 1914-15.

Second Semester, Four hours' credit.

GEOLOGY

1. **General Geology.** Physiography and Elementary Mineralogy.

A laboratory study of the common minerals and common rocks, and the interpretation of topographic maps.

Recitation: Three hours a week.

First Semester. Four hours' credit.

2. **Historical Geology.**

The history of the development of the North American continent and the leading facts concerning the history of life development. Laboratory work in the interpretation of geological maps.

Second Semester. Four hours' credit.

MATHEMATICS

PROFESSOR YOTHERS.

1. **College Algebra.**

The work in Algebra consists of a rapid review of quadratic equations, followed by the study of arithmetic, geometric and harmonic progressions, and binominal theorem, the theory of logarithms with their computation and use, choice and chance, some elementary work in the theory of equations, the solution of equations of higher degree than the second, graphs, complex numbers, and determinants.

First Semester. Five hours a week.

2. Trigonometry.

Plane, analytical, and spherical. The ratio method of defining the trigonometric function is used. In connection with this course numerous practical problems relating to surveying, navigation, geodesy, and astronomy, are discussed.

Second Semester. Five hours a week.

3. Analytic Geometry.

The work includes straight lines, circles, loci, and the conic sections, together with a discussion of the general equations of the second degree.

First Semester. Four hours a week.

4. Differential Calculus.

Differentiation, successive differentiation, function of two or more variables, change of variable, indeterminate forms, maxima and minima, development of functions into series, tangents, normals, asymptotes, curvature, evolutes, envelopes, and curve tracing.

Second Semester. Four hours a week.

5. Integral Calculus.

Integration, the inverse of differentiation, fundamental rules and methods of integration, integration of irrational, trigonometric, and exponential functions, successive integration, multiple integrals, application of the principles of calculus to problems of area and volume.

First Semester. Four hours a week.

6. General Astronomy.

The fundamental concepts and problems of Astronomy. As comprehensive a treatment of the subject as descriptive methods will permit.

Second Semester. Four hours a week.

7. General Astronomy.

A continuation of Course VI. Practical work in uranography one evening each week.

First Semester. Four hours a week.

Elective courses in Higher Mathematics are offered as occasion arises.

HISTORY AND POLITICAL SCIENCE

PROFESSOR HORNING.

1. American History.

Covers the entire period of American History. Bassett's "Short History of the United States" is used as a text. This is largely supplemented by lectures, note-taking, and references in other texts. Special attention will be given to colonial development, the formation of the union, and the later great epochs in American History. Four hours per week for the year. This course alternates with European History. Given in 1914-15.

2. European History.

A. The Middle Ages. From the fall of Rome to the Renaissance. The rise and development of European states will receive special attention. Robinson's "History of Western Europe" will serve as a guide. References to other texts will be made.

First Semester. Four hours per week.

B. Europe, beginning with the Renaissance. Special attention will be given to the Reformation, and the later development of Modern Europe, with emphasis on the economic and social tendencies. Robinson and Beard's "Development of Modern Europe" will serve as a text.

Second Semester. Four hours per week.

POLITICAL SCIENCE

I. This is an introductory course in Political Science. It is a theoretical study of the nature, organization, and functions of the State. Gettell's "Introduction to Political Science," supplemented by "Readings in Political Science," by the same author, will serve as a guide.

First Semester. Four hours a week.

II. American Government and Politics. This heading will render obvious the nature of the course. Beard's "American Government and Politics," supplemented by "Readings in American Government and Politics," by the same author, will serve as a text. Special attention will be given to present political problems.

Second Semester. Four hours a week.

The course in Political Science will alternate with Sociology.

ECONOMICS AND SOCIOLOGY

I. Introduction to Economic Science. This course is a study of the rise and development of the modern industrial system; of Wealth, Value, and Price, and of Production and Distribution. A suitable text will be used as a guide, supplemented by references to other texts for oral and written reports.

First Semester. Four hours a week.

II. This is a continuation of Course I. Principles and theories will receive chief attention. Rent, Interest, Money, Banking, Taxation, Tariff, and Trusts will occupy a prominent place. A large number of problems will be assigned and discussed. The same texts may be used throughout the year.

Second Semester. Four hours a week.

III. Introduction to Sociology. This course aims to show the nature and content of the science. The origin and growth of social institutions, the nature of society, the interdependence of the individual and society will receive ample consideration. Conventionality, custom, public opinion, leadership, and innovation will feature in the course. Gidding's "Elements of Sociology," supplemented by references to other authors, will be used.

IV. Modern Social Problems. This course will consider the family, growth of population, immigration, the negro, the problem of the city, the child problem, poverty and pauperism, crime, socialism, education, and moral and social progress. Suitable texts will be used and written reports on the various problems will be required. This course will be given in 1914-15, and alternates with Political Science.

Second Semester. Four hours a week.

PSYCHOLOGY AND EDUCATION

PROFESSOR MASTERS.

PSYCHOLOGY

1. General Psychology.

This course covers in a comprehensive way the whole field of psychic life, and is intended as a foundation course for all work in Philosophy, Education, and Social Sciences which require such preparation. Such texts as Angell, James, and Titchener are used as a basis for study, with supplementary lectures, readings, demonstrations and experiments.

Throughout the year. Three hours a week.

2. Genetic Psychology.

Brief attention is given to the origin of consciousness and conscious processes in animal forms. Careful study is given to the development of the mind in the child and

the race. The investigations are directed toward the solution of the problems of the home and the school. Standard texts and independent reading and investigation are employed as a means to that end.

First Semester. Two hours a week.

2. Educational Psychology.

The principles of psychology are here applied directly to the problems of education. The learning processes and the psychology of habit receive special attention. Mental measurements and the application of standards in school work are illustrated by demonstrations and experiments. Thorndike's "Educational Psychology," and other related texts are used.

Second Semester. Two hours a week.

EDUCATION

1. History of Education.

This course traces educational ideals and methods from the earliest times to the present. The relation of educational interests to general historic movements is made clear. The student is made acquainted with many authorities, including original sources. Monroe's "Textbook in the History of Education," or equivalent works, is used.

Second Semester. Four hours a week.

2. Principles of Education.

Here are emphasized the foundation principles of education. The Biological, Psychological, and Sociological contributions are considered in relation to the new interpretation of education. In this way a Philosophy of Education is worked out while the science is set forth as a basis for the Art of Teaching.

First Semester. Three hours a week.

3. Methods.

General method is formulated and the application is made to special subjects in the working out of type lessons.

Visiting for observation and discussion of observed methods is employed. Lectures upon methods of teaching particular subjects are given by members of the faculty and other specialists.

Second Semester. Three hours a week.

4. Supervision and Administration.

This course views school management from the standpoint of the superintendent, principal, teacher, and patrons of the schools. It includes discussions of our system of public schools in its various phases, and seeks to fit for leadership in the teaching profession as well as for lay leadership in the interest of a more efficient administration of our educational institutions.

First Semester. Three hours a week.

5. Educational Problems.

This course affords an opportunity for first-hand study of some of the many educational problems of to-day, among them, The Rural Schools, Vocational Education, Secondary Education, Religious Education, and others of equal importance. One such problem is chosen for each year, according to the trend of interest, or requirements of the situation. The courses are thorough, being based upon standard texts upon the subjects supplemented by other means to make the work real and inspiring.

Second Semester. Three hours a week.

Notes.

1. For preparatory work in education, see explanation of "Teachers' Course," in the Academy.

2. Those wishing to secure State certificates must take six semester hour credits in General Psychology, and fourteen semester hour credits in other lines of Education.

COLLEGE PRIZES

1. Armstrong Cup—Guy C. Miller.
2. Trustees' Scholarship—Guy C. Miller.
3. Martin Wheaton and Mary J. Wheaton Scholarships
—Lois Conant, C. E. McCurdy.
4. Jesse H. Gray Scholarship—Luelda Carlton.
5. Nellie C. Robertson Scholarship—Hal V. Riggs.
6. Historical Medal—Mary Muirhead.
7. Lakeside Laboratory Scholarship—Lois Conant.

THE ACADEMY.

FACULTY

MARION RICHARDSON DRURY, A.M.

President

LESLIE A. KENOYER, A.M.

Principal

HENRY WINFIELD WARD, A.M.

English

M. ELIZABETH APPLETON, A.M.

German

JOHN FRANK YOTHERS, A.M.

Mathematics

WILLIAM LESLIE VERRY, A.B.

Latin and Greek

ROSS MASTERS, PH.M.

Education

ORLANDO HORNING, A.M.

History

LLOYD KENDRICK RIGGS, B.S.

Physical Science

SPENCER C. NELSON, A.B.

Penmanship and History

M. W. CUNNINGHAM

Reading

ROBERT E. GUTHRIE

Orthography

THE ACADEMY.

TUITION

Tuition : \$18.00 each Semester.

GENERAL STATEMENT

The Academy provides two courses of study, the Academy Course and the Teachers' Course.

The Academy Course is for persons who wish to prepare to enter college, and, as well, for those who wish to secure a good educational foundation for life's work, and who do not wish to carry their school work farther than a good secondary school education. The course is four years in length, and fits for entrance to the best standard colleges.

The Teachers' Course is intended for those who wish to prepare to teach in the public schools. In it, special attention is given to the work of teaching how to teach and to build up a knowledge of the fundamental branches.

ENTRANCE REQUIREMENTS

Applicants for admission to the Academy course should present certificates of work previously done. Credits from schools of satisfactory standing are accepted at full value. The course presumes a thorough knowledge of all the common branches. Persons who have not completed the common school work will find splendid opportunity to complete these subjects in the Sub-Preparatory Course, described on page 76. Those who have a good understanding of branches taught through the eighth grade of our best public, city and county schools are entered as first-year Academy students.

GRADUATION

Students who have completed thirty credits in the Academy will be granted a diploma admitting to unconditional standing in the Freshman Class of the college.

Students completing a minimum of twenty-eight credits will be graduated from the Academy and be granted conditional entrance to the Freshman Class of the college. Fee for Academy Diploma, \$2.50.

DEBATE

The Academy is a member of the local Forensic League. Under the direction of the League, one or more Inter-Academic debates are held each year. Preliminary debates to select the team that shall represent the Academy in the final contest offer abundant opportunity for the development of this form of public speech.

THE ACADEMY COURSE

This is a secondary school course surrounded by all the influences of college life. The instruction is given by the professors of the college, a plan that affords the students opportunity to come into personal touch with teachers of broad culture and mature experience. The following table will show at a glance the exact requirements for completion of the course.

COURSE OF STUDY

	FIRST SEMESTER	SECOND SEMESTER
First Year.	Latin Lessons. English Composition, 3 hrs. English Classics, 2 hours. Ancient History.	Latin Lessons. English Composition, 3 hrs. English Classics, 2 hours. Ancient History.
Second Year.	Caesar. Algebra I. Rhetoric and English Classics. Medieval and Modern History.	Caesar and Prose Composition. Algebra I. Rhetoric and English Classics. Medieval and Modern History.

	FIRST SEMESTER	SECOND SEMESTER
Third Year.	Cicero. Greek or German. Geometry. Biology or Physiography. American Literature: Themes.	Cicero. Greek or German. Geometry. Biology or Physiography. American Literature: Themes.
Fourth Year.	Vergil. Solid Geometry. Physics. Greek or German. American History. English Literature: Themes.	Vergil. Advanced Arithmetic. Physics. Greek or German. Economics. English Literature: Themes.

NOTE—Those desiring to pursue Commercial branches along with the Academy course may do so by paying the additional tuition charged by the Business College. Subjects so completed will be given credit in the Academy; the maximum number allowed is six semester credits.

SUB-PREPARATORY

To those who are not sufficiently advanced to take up the first year Academy work, we offer the following year of Sub-Preparatory work which covers the common branches necessary for entering the academy course:

FIRST SEMESTER
 Arithmetic
 U. S. History.
 Grammar.
 Orthography.
 Geography.

SECOND SEMESTER
 Arithmetic
 Civics.
 Reading.
 Grammar.
 Physiology.

DESCRIPTION OF ACADEMY COURSE OF INSTRUCTION.

ENGLISH

1. English Language.

This course is intended as preliminary to the study of Composition and Literature. It embraces grammar, history of the language, etymology, word analysis, orthography, diacritical marking and synonyms.

Throughout the year. Five hours a week.

2. Composition and Rhetoric.

The primary aim of the work is to aid the student in acquiring facility and clearness in writing. Principles are studied as an aid to effective expression. Correct syntax, good usage, diction, sentence-building, paragraphing, rhetorical principles, and whole compositions are considered in order and copiously illustrated in practice. Daily written exercises are expected from each student.

Throughout the second and third years. Three hours a week.

3. English Classics.

The selections for study are taken from the "Requirements for Admission" in English. The classics chosen for careful study are analyzed in detail both as to subject-matter and as to literary qualities. Frequent themes based on the portions studied are required.

Throughout the second and third years. Two hours a week.

4. Literature, Themes.

1. American Literature. The course includes (1) the History of American Literature, especially of the growth

of a national literature and its relation to the national life, and of the environment that surrounded individual American writers and helped to give direction to their work; and (2) the study of representative writings from American authors. A limited number of representative works will be chosen for detailed study, and on these the students will make full written reports; a much larger list will be assigned for reading and more general reports.

Throughout the year. Four hours a week. Themes. One hour a week.

2. English Literature. Themes. The course in English Literature will have the same ends in view as indicated under American Literature. Entire selections from leading English authors will be chosen for study and reports. The debt of American writers to the older literature will be pointed out.

Throughout the year. Four hours a week. Themes. One hour a week.

HISTORY

1. Ancient History

A general survey of Egyptian, Roman, Assyrian, and Grecian History. Special topics assigned for papers. Original investigation encouraged.

Throughout the year. Five hours a week.

2. English History.

This course will follow Cheyney's "A Short History of England," supplemented by "Readings in English History," by the same author. The value of English History to the student of American institutions and as an aid to English Literature will receive emphasis.

Throughout the year. Five hours a week.

GERMAN

Bacon's Grammar is used throughout the year, with written exercises and oral drills. In the second semester, the easy prose of *Im Vaterland*, Bacon, is introduced, and Immensee, Storm, and *Höher als die Kirche*, Killern, are read.

Throughout the year. Five hours a week.

LATIN**1. Beginning Latin.**

A careful study is given to the elements of the language. A good working vocabulary is secured and constant comparison made of the different methods of expressing ideas in Latin and English. Attention is also given to the "Direct Method of Teaching Latin." Hale's "First Latin Book," Richie's "Fabulæ Faciles," Gallup's "Latin Reader."

Throughout the year. Five hours a week.

2. Caesar, Gallic War, Civil War.

Selections of the more important sections of the seven books are read, with especial emphasis on sight translation and construction of the different moods and cases. Some time will be spent in sight translation of portions of the Civil War, and other supplementary Latin. Composition based upon the text will be required one hour a week. Gun-ison and Harley's Caesar, Nutting's Latin Reader.

Throughout the year. Five hours a week.

3. Cicero, Orations and Letters.

Eight or more of the Orations are studied as models of Roman Oratory and as illustrating the public and private life of the Roman people. Selections from the letters are also read and constant reference made to Johnston's "Private Life of the Romans." In connection there will be sight

translation of portions of Sallust. Composition based upon the text will be required one hour a week. Gunnison and Harley's "Cicero."

Throughout the year. Five hours a week.

4. Vergil, *Æneid*.

Books I.-VI. of the *Æneid* are read, with careful attention to the mythology and purpose of the poem. Selections will be read from Ovid's "Metamorphoses." Prosody. In connection a comprehensive study of Mythology will be made one hour a week. Greenough and Kittredge "Vergil," Fairbanks' "Mythology of Greece and Rome."

Throughout the year. Five hours a week.

GREEK

Beginning Greek.

The first semester is devoted to word-formation and syntax, with exercises in composition and the reading of adapted passages from the *Anabasis* of Xenophon. During the second semester the first book of the *Anabasis* is read, with prose composition one hour per week. Burgess and Bonner's "First Greek Book." Smith's "Anabasis."

Throughout the year. Five hours a week.

MATHEMATICS

Algebra.

Beginning Algebra: Text, Slaught and Lennes' "High School Algebra."

One year. Five hours a week.

Geometry.

Plane Geometry.

One year. Five hours a week.

Solid Geometry.

First Semester. Five hours a week.

Throughout the course in Geometry, particular attention is given to the demonstration of original propositions and to the practical application of the principles of Geometry.

Algebra, or Advanced Arithmetic.

This course is adapted to the needs of those who have had the courses in Beginning Algebra and Geometry.

Second Semester. Five hours a week.

BIOLOGY

1. Agriculture.

First Semester. A general introductory course which places special emphasis upon plant life and its requirements, relation of plants to the soil, farm animals, and farm management. Our situation in one of the best farming communities of the State and our well-equipped laboratory enables us to give creditably the training in agriculture now required by the State of its common school teachers. Three recitations and two double laboratory periods per week, following Warren's "Elements of Agriculture."

2. Botany.

Second Semester. A detailed study of the higher plants, with their structures and functions, and a glimpse at some of the lower forms. In the spring the class takes frequent field trips in order to become familiar with the plant life of the region. Three lectures and two double laboratory periods per week, following Stevens' "Botany."

3. Physiology.

First Semester. A course designed for normal students, and for any others who care to review the subject. Physiological principles are illustrated by laboratory experimentation, and a comparative study of man with the lower animals is made. Five periods per week, including frequent laboratory exercises.

PHYSICAL SCIENCE**Physics.**

An elementary course covering the subjects of Mechanics, Heat, Magnetism, Electricity, Sound, and Light; presented mainly from the experimental standpoint. Fifty laboratory experiments and numerous practical problems are required of each student. A working knowledge of Elementary Algebra, including Quadratics, is required.

Four recitations and two laboratory periods each week throughout the year.

A laboratory fee of one dollar is charged each semester.

Elementary Chemistry.

An elementary study of chemistry in which many practical applications of the subject are discussed, along with a development of the fundamental principles of chemical science.

Recitations, three hours a week. Laboratory, two hours. Throughout the year.

THE TEACHERS' COURSES

These courses afford superior training for those who are preparing to teach. Since this noble calling is becoming more fully appreciated and more justly compensated, it must surely attract large numbers of our best young people. It follows that those who would reap such reward must deserve it by preparing themselves thoroughly for the work. The following courses are well adapted to the needs of those who would do this:

UNIFORM COUNTY CERTIFICATE COURSE**FIRST SEMESTER**

Arithmetic.
U. S. History.
Geography.
Grammar.
Orthography.
Agriculture.

SECOND SEMESTER

Physiology or Sanitary Science.
Civics.
Reading.
Music.
Domestic Science

FIRST SEMESTER

Algebra.
 Physics.
 English.
 Elementary Science (Zoölogy)
 Penmanship.

SECOND SEMESTER

Algebra.
 Didactics.
 English.
 Elementary Science. (Botany).

DESCRIPTION OF UNIFORM COUNTY CERTIFICATE COURSE

Aim. The aim of this course is to prepare young men and women for Uniform County Certificates. One who completes this course has command of all the sixteen subjects required for a first-class Uniform County Certificate, together with some other studies that are indispensable to the successful teacher. Young persons should not, in this day of progress, presume to teach at all, even in the rural schools, who are not planning to complete a course equivalent to this. It is the *minimum* preparation for self-respecting teachers. Those finishing the public school course, and graduating therefrom, can take up this course to good advantage.

The Common Branches, Arithmetic, U. S. History, Grammar, Civics, Geography, and Physiology, need a little explanation. They must be mastered, no matter how long it takes. But the young teacher needs more; he needs to study these branches with a view to teaching them, and so the work is given a didactic turn. Such study is for the professional improvement and development and to get the advantage of the three points in estimating salary offered by the State Board. To this end skilled teachers are in charge of these courses and give careful training to the pupils under them.

Art Subjects. In addition to these common branches there are Orthography, Penmanship, Reading, Music and Drawing. These are special branches in several respects.

They are especially important for the young teacher, and we give them special attention. Too many young people are disposed to neglect them for the so-called "common branches." These special branches are to be thoroughly mastered, too. It is enough to say that they will be presented in such a way as to enable one to master them and to teach them. We are especially interested in Public School Music and urge all teachers to take it.

Academy Branches. Algebra, Physics, Economics, English, Elementary Science, etc., are taken with the regular Academy classes, and are found described under the topic "Description of Academy Courses of Instruction," on page 77.

Professional Branches. These studies relate especially to the teacher's preparation for his work. The State Board requires that those claiming the three points in estimating salaries should pursue some such course through a term of at least twelve weeks. One of these courses and the training work in the common branches described above, fully meet the requirements. This can easily be done in one semester.

1. Elementary Psychology.

This work is based on a study of the nervous system and the brain, as well as the special senses and their training and development. Ample time is given to perception, conception, memory, imagination, the emotions, the will, habits and the inductive and deductive methods of reasoning.

2. Didactics.

The young teacher should not undertake to teach without some knowledge of this subject. It includes the simple rules and principles of school management, of psychology,

and of methods of teaching. It not only helps one to pass the examination, it also helps one to get started out right in the work. "Well begun is half done."

3. Manual Arts and Domestic Science.

This may not be thought a professional subject. It is necessary for good school work, especially in the rural schools. It, therefore, becomes a subject pursued in a professional spirit; that is, with a desire to go beyond the requirement of the law and excel in a great profession. Every rural teacher will be required to pass an examination in Domestic Science after July 1, 1915.

4. Agriculture.

What is said above applies as well to agriculture. Most of the young people taking this course will teach rural schools. Many of them were reared in town and know little of the great industry of our rural people. They owe it to the profession, to acquaint themselves with the Art and Science of Agriculture. The nature work presented in the Elementary Science, and the special work in Practical Chemistry and Sanitation, further fit for successful teaching. Teachers will be required to pass an examination in Agriculture also after July 1, 1915.

GRADUATION

Those completing this course will be admitted to the State Certificate course, and will also receive a certificate setting forth the amount and character of the work done. They will find themselves amply prepared for examination for first-class uniform county certificates.

STATE CERTIFICATE COURSE**First Year****FIRST SEMESTER**

Latin or German.
Plane Geometry.
Composition and Rhetoric 3.
Classics 2.
General History.
Physical Training.

SECOND SEMESTER

Latin or German.
Review of Algebra or Geometry.
Composition and Rhetoric 3.
Classics 2.
Botany.
Physical Training.

Second Year**FIRST SEMESTER**

Latin or German.
Psychology.
American History.
Public Speaking.

SECOND SEMESTER

Latin or German.
School Management.
Economics, History of U. S., o
Commercial Geography.
Vocal Music and Drawing.

Third Year**FIRST SEMESTER**

Literature, English and American.
Physics.
Methods in Geography and Ele-
mentary Science.
History of Education.
Rhetorical Practice.

SECOND SEMESTER

Literature, English and American
Sanitation.
Methods in Grammar and Reading
Principles of Education.
Rhetorical Practice.

DESCRIPTION OF THE WORK OF STATE CERTIFICATE COURSE

Aim and Admission. This course, with the requirements for admission, affords ample preparation for a State Certificate, as well as much other work invaluable to the profession. It is made in agreement with the recommendation of the State Educational Board of Examiners.

Admission to the course may be upon first-class uniform county certificate; upon passing written examinations, under the college authorities, in the sixteen first-grade certificate subjects with an average of eighty-five per cent.; or upon completing the Uniform Certificate Course, in which case one will have fully met all the above requirements.

Scholastic Branches. All the general courses—Latin, German, Geometry, Botany, Physics, Rhetoric, Literature, etc.—are given thorough attention from both the academic and pedagogic standpoint. No amount of skill in impart-

ing can make amends for deficiency of knowledge, nor can the reverse be true. Both are kept constantly in mind.

Art Subjects. The Drawing, Vocal Music, Rhetorical Practice, Elocution, and Physical Training, given in this course, with the Orthography, Penmanship, and Reading, given in the Preparatory Course, afford a wealth of art work which greatly enhances the value of the teacher's training. The Rhetorical Practice consists in active participation in literary society work under the supervision of faculty members during the prescribed time.

Professional Branches. Following is a brief statement of the professional teacher's work incorporated in this course:

1. School Management.

Here we study the teachers' preparation, conduct, and habits as factors in the management of the school. Courses of study, programs, classification, promotion, government, heating, lighting, ventilating, and many other problems of interest are taken up. Frequent reports, papers, and discussions enliven the work. A standard text is used.

2. History of Education.

One semester is given to this work. The first part of the semester is devoted to a general view of the subject, including a study of Primitive, Oriental, Classical, Early Christian, and Modern Education, as well as a study of the lives and teachings of prominent educators of all ages and countries. The latter part of the course is more especially devoted to the history of education in our own country, and to the rise of our system of education, devoting particular attention to the school system and school laws of Iowa. Much supplementary work is done in this course.

3. Psychology.

This is a thorough, general course in the science, and, like the other professional work here described, is open only

to those who have completed the professional work in the Preparatory Teachers' Course, or its equivalent. Texts of college standard are used as a basis, while the library is drawn upon liberally for additional research.

4. Methods.

The principles of the science of education are clearly set forth as a basis for the methods employed in the art of teaching. Particular attention is given to the study of methods and devices employed in the branches mentioned in the course. Special assignments are made, such practical applications are made as circumstances permit, and visiting and observation are employed to supplement the work. Textbooks are used in addition to much work prescribed in the class. This procures solidity, consistency, and permanency in the work, as well as flexibility.

GRADUATION

Those who complete this three years' course receive a diploma in recognition of the work done.

THE COLLEGE TEACHERS' COURSE

More than one-half of the high-school teachers to-day are college graduates. The per cent. is rapidly increasing, and the time is at hand when a college education is the minimum demand made upon the teacher who would rise high in his profession. Leander Clark College is accredited by the State Board of Examiners and her graduates who take the requisite amount of professional work may obtain a first-class State certificate without examination. For a description of this work, see "Department of Education," on page 69.

THE COLLEGE OF MUSIC.

FACULTY

MARION R. DRURY, A.M.

President

CAMP WELLINGTON FOLTZ, A.B.

Director

LAWRENCE R. MATHERS

Instructor in Voice

HAROLD CLARK PLOTT

Instructor in Wind Instruments

ZAE CANNON JONES

Instructor in Violin

MAUDE BRUSH

Assistant in Piano

M. ELIZABETH APPLETON, A.M.

Modern Languages

HENRY W. WARD, A.M.

English

ORLANDO HORNING, A.M.

History

M. W. CUNNINGHAM

Expression

THE COLLEGE OF MUSIC.

GENERAL STATEMENTS

The College of Music has its own building, Bright Memorial, which it has occupied for a quarter of a century. This building is centrally located, and contains twelve rooms devoted to the Conservatory and Art Departments, including the Concert Hall. Several improvements have lately been made in the building, notably the installation of a thoroughly adequate heating system and the remodeling of the stage in the Concert Hall. All college and class plays and most of the smaller concerts and contests are now given in Phillips Music Hall. The larger concerts are given in the United Brethren church, which is only a few steps distant, and has a seating capacity of seven hundred. In this church is the two-manual organ used by the Conservatory. The music is furnished by a quartet choir under the direction of the head of the Voice Department.

One of the strong arguments in favor of study in a College Conservatory over that in a detached school, or private studio, is the opportunity afforded the student of taking musical and literary work at the same time. Conservatory students have the same privileges as those of other departments, and are urged to avail themselves of the advantages so conveniently at hand. The attention of college students is called to the fact that credit is given toward the degrees of Bachelor of Arts and Bachelor of Science, on all theoretical work done in the Conservatory. The table of credits is given under General Information.

CURRICULUM

The Conservatory curriculum includes Pianoforte, Pipe-Organ, Voice, Violin, Harmony, Theory, Musical History, Ear Training, and Sight Singing.

PIANOFORTE

Pupils of any degree of proficiency may enroll in the Piano Department; especial care is given to beginners. The complaint is frequently heard that when a pupil enrolls with a new teacher he is made to start at the very beginning. In many cases this appears to be true, because the very first principles of piano technic are the ones most likely to be overlooked. With these principles well in hand, however, progress will be as rapid as the natural ability and industry of the student will allow, and all previous work will tell in the end.

Two lessons of half an hour's duration are given each week. In case of necessity, one lesson a week may be taken, although the more frequent lessons are far more satisfactory. It should be remembered that the lesson is valuable only because it is an opportunity for comparing the pupil's work with the teacher's model.

It is our aim to turn out not only good pianists, but good musicians—students with an awakened interest for all that is best in music, and an appreciation of that broad musical foundation without which there can be no real culture.

A course of study must necessarily be more or less elastic, since no two students present the same problems to the discriminating teacher, and each must be given such treatment as will best suit his individual needs. Perfect flexibility of finger, wrist, and arm are sought, and a musical tone is cultivated from the very start. Technical exercises are freely used in bringing this about. Studies not in the

prescribed courses are used when needed, and compositions by the best classic and modern writers are studied. The following course is representative of the ground expected to be covered by each candidate for graduation, and, so far as he goes, by each student of piano:

Preparatory Grade.

Major and minor scales in varied forms and rhythms, arpeggios, and preparatory octaves Doring Op. 24; sonatas by Clementi and Kuhlau; etudes by Bertini, Brauer, and Duvernoy; lighter compositions of Mendelssohn, Mozart, and Schumann.

Intermediate Grade.

Bach Inventions; etudes by Czerny and Heller; octave studies by Wolff and James H. Rogers; sonatas by Haydn and Mozart; pieces by Godard, Moszkowski, and Schutt, as well as the classics.

Advanced Grade.

Bach suites, preludes, and fugues; Kullak octaves; etudes by Cramer and Jensen; Beethoven sonatas; compositions by Chopin, Schumann, Liszt, MacDowell, and others.

PIPE ORGAN

The pipe organ is, perhaps the most fascinating of all instruments, and repays most generously all the time and study spent upon it. Plans are now under way by means of which we hope to install a new two-manual reed organ in the Conservatory. The new instrument will surpass the church organ in practice value, as its manuals and pedal-board will be full compass, the action much lighter and more even, the mechanical accessories more complete, and, best of all, it will be available for practice the year round.

The purpose of this department is to fit students for church positions. There are more positions than there are

competent organists to fill them. Only those who are well grounded in piano technic should commence the study of the pipe organ. Following is a representative course of the work expected to be covered by candidates for graduation:

Preparatory Grade.

Roger's Graded Materials for the Pipe-Organ; Clemen's Modern Pedal Technique; Rheinberger Trios.

Intermediate Grade.

Nillson's Pedal Studies; Rheinberger Sonatas; Merkel Trios; Bach's Shorter Preludes and Fugues; modern pieces for the organ.

Advanced Grade.

Special Pedal Studies; Bach Trios and Great Preludes and Fugues; Mendelssohn and Guilmant Sonatas; Concert Pieces.

With this course the student is given practical work in hymn and service playing. Besides the regular theoretical work required of all students, the organ pupil is advised to take at least the two-term course of Simple Counterpoint.

VOCAL DEPARTMENT

The study of singing with its broadening interests is becoming a matter of more than ordinary importance. The voice, the universal vehicle for the expression of thought and emotion, can attain its most beautiful development only in the art of singing. Only through correct breathing, proper breath control and a full relaxation can one obtain the fullness and purity of tone so requisite to the singer.

The production of pure and resonant tone is the purpose of this course of instruction. The work is broadly based on the best methods of the old masters. Especial attention is also devoted to distinct and easy enunciation,

which requires perfect vowel sounds and distinct consonants, and to artistic interpretation.

It is impossible to set down any list of studies to be strictly adhered to, as the needs of the individual pupil must be consulted and the studies varied accordingly. An idea of the work covered may be obtained from the following:

Grade I.

Breathing exercises, tone placement, exercises especially adapted to the individual; Panofka Vocal A, B, C; Concone Op. 11; easy songs and ballads in English, all songs to be committed to memory.

Grade II.

Studies for all voices by Panofka Op. 85; Concone Op. 10 and 17; songs of the modern English and old classics; arias from the Italian Opera.

Grade III.

Panofka Op. 81; Concone Op. 12; Operatic and Oratorio selections and classical songs. Pupils must be able to play accompaniments well and read vocal music at sight; must have a general knowledge of the best music of the day, and are required to sing an aria in French, German, or Italian, without notes.

SIGHT SINGING

A sight singing class is conducted for the study of musical rudiments and of the earlier stages of singing. All conservatory students are advised to enter it, irrespective of their vocal ability. Instrumental students have need of this as much as vocal students, as it has direct bearing on piano and other musical studies. It is preparatory to private vocal study and to ordinary singing in church and home.

VIOLIN DEPARTMENT**Preparatory Work.**

De Beriot Method, Book I.; Hofmann Op. 25, Book I.; Bohmer Op. 54; Alard Op. 10, Book I.; Wohlfhart Op. 45, Book II.; Blumenstengel Scales and Arpeggios, I.; Alard Op. 10, Book II.; Dancla Op. 68; Hofmann Op. 51. Easy solos—Sawyer, Kriens, Kern, Franklin, Dancla.

Junior Work.

Sevcik Trill Studies Op. 7, Book I.; Mazas Op. 36; Hermann, easy Studies in Double Stopping; Schradieck, School of Technic, Part I.; Dont, 20 Progressive Exercises; Sevcik Op. 8 and Op. 9; Kreutzer, 42 Etudes; Sevcik, Bowing; Sevcik, Trill Studies Op. 7, Book II.; Solos from Mittell's Classics, etc.

Senior Work.

Fiorillo; Sevcik; Rode, 24 Caprices; Gavinies, 24 Studies. Solo work on Concertos, etc.

A period of not less than three years' regular work required for graduation.

A class in Ensemble playing is maintained throughout the school year. Violin pupils admitted without extra charge. Outside violin players admitted for a nominal sum.

The instructor of this department makes a specialty of work with children.

BAND AND STRING INSTRUMENTS

Good tone production and clear intonation will receive a large share of attention. Studies and special technical exercises will be given to meet the needs of the individual. It will be the purpose throughout the course to work, not only for technical proficiency, but also for a higher and broader plane of artistic conception and interpretation.

Students are encouraged and helped in ensemble playing receiving special attention in duet, trio, and quartet work without extra charge.

As soon as the students are capable they are admitted to the orchestra or band, and receive private training and coaching without extra fee.

THEORETICAL STUDIES

All theoretical studies are taught in classes. In case of necessity the work may be taken in private, but this is not advised. All classes have recitation periods of one hour in length and meet twice each week. The students are graded on their daily work and at the end of each term written examinations are held. Failure to take an examination forfeits the pupil's grades for that term. College credit is given for any of these subjects when completed. The table of credits is given under General Information.

The course in the History of Music requires one year to complete. The text used is Hamilton's "Outlines of Music History," and a certain amount of outside reading is required. The student is led from the beginnings of music through the work of the early church writers, the opera, oratorio, the classic and romantic composers, and down to the present time. Representative works of the great composers are played over in class whenever possible.

Two years are required to complete the Harmony Course. Heacox and Lehmann's "Complete Harmony" is the text and a thorough study of the scales, intervals, chords, harmonization of melodies, and modulation is made. Special opportunity is given for work at the piano.

Harmonic Analysis and Form follow the Harmony Course and require one year's work. Analysis deals with the construction of chords as found in classic and modern compositions. The text is Lehmann's "Harmonic Analy-

sis." About two semesters are devoted to the study of musical forms, and practice is here given in original composition. Bussler-Cornell's "Form" is the basis for this course.

Ear training is a two-semester course and may be taken any time after the student has finished the first semester of Harmony. The text is Heacox's "Ear Training."

GENERAL INFORMATION

Entrance.

Pupils are urged to enter at the opening of the semester, but they may register at any time for the unexpired portion of the term. Tuition fees are payable in advance, and at the first lesson the student is expected to show his receipt bearing the signature of the registrar of the college.

Missed Lessons.

There will be no deduction made for absence from lessons during the first or last weeks of any semester. No lessons will be made up unless the student notifies the teacher before the time for his lesson that he cannot come and gives a satisfactory reason. Lessons are not given on college holidays.

Reports.

Inquiries as to the work or standing of students may be made of the director at any time, by parents or guardians; to such inquiries a frank statement will be made.

Concerts.

The recitals by members of the faculty, of which several are given each year, are among the most valuable features of the Conservatory work. Excellent artists and concert companies are brought here from time to time, and students are urged to hear them, since affording a standard for comparison, they show what is to be sought after and what avoided.

Student Recitals

To banish stage fright and acquire ease in the presence of the public, several student recitals are given each semester. Every pupil is expected to take part in these affairs with a memorized selection when a part is assigned by the instructor. Attendance at these recitals is required from every conservatory student.

Books and Periodicals

A number of books upon musical subjects are found on the shelves of the library. In the reading-room are kept files of the *Musical Courier* of New York and the *Etude* of Philadelphia. Students are encouraged to use these helps to musical culture.

Rules

Conservatory students are subject to the same rules as govern the college students, and enjoy the same privileges.

Children's Classes

A class in Piano Instruction in the form of hour lessons twice per week, though in some cases lessons may be taken once per week, but in such cases progress is of necessity much slower, is conducted by Miss Maude Brush, Piano Assistant.

Piano lessons, twenty lessons, \$10.00.

College Credit

Credit will be given toward the degrees of Bachelor of Arts and Bachelor of Science for all theoretical work done in the Conservatory, but no credit can be given for any of these courses unless taken in its entirety.

Harmony	6 hours.
Harmonic Analysis and Form.....	4 hours.
History of Music	4 hours.
Ear Training	2 hours.

Requirements for Graduation

Each candidate for graduation must be of college rank, must complete the required theory; that is, Harmony, Ear Training, History, and Analysis and Form, and give an acceptable recital of about an hour's duration, in his or her major subject during the senior year. The individual requirements for these programs are left with the head of each department, and must be approved of by the Conservatory faculty.

TUITION**Piano, Organ or Voice—**

Each Semester

Two lessons a week	\$27 00
One lesson a week	19 00

Violin—**Children:**

Two lessons a week	\$17 00
One lesson a week	9 50

Adults and children over fourteen:

Two lessons a week	\$24 00
One lesson a week	14 00

Theory—**Harmony, Theory, Musical History, Public School**

Music and Ear Training in Class	9 00
Private Half-hour Lessons	12 00
Sight Singing	7 50

Piano Practice—

One Hour a Day	\$ 4 50
Two Hours a day	6 00
Three Hours a Day	7 50
Four Hours a Day	8 50

Organ Practice—

One Hour a Day	5 00
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A fee of five dollars is charged for the graduation diploma.

THE BUSINESS COLLEGE

FACULTY

MARION R. DRURY, A.M.

President

SPENCER C. NELSON, A.B.

Principal

ROBERT E. GUTHRIE

Assistant

Bookkeeping, Business Practice, and Commercial Law

SPENCER C. NELSON

Shorthand and Typewriting

JOHN FRANK YOTHERS, A.M.

Commercial Arithmetic

HENRY W. WARD, A.M.

English Grammar

THE BUSINESS COLLEGE.

The Business College embraces the School of Commerce, including Bookkeeping, Business Practice, and Commercial Law, and the School of Shorthand and Typewriting.

EQUIPMENT

The Business College occupies commodious compartments, with well-lighted rooms, in the main college building. These rooms are thoroughly equipped and well suited to good work. A Burroughs Adding Machine belongs to the equipment of this department. The facilities for thorough training in present-day business methods and practice are excellent.

The methods in use in all kinds of business, from those of the ordinary retail merchant to those of the great wholesale establishments, manufacturing corporations, transportation companies, and banking institutions, are clearly and thoroughly presented.

ADVANTAGES

Beautiful and healthful location; complete equipment; a strong and experienced faculty; opportunities of taking studies in regular college classes; access to the College Library; advantages of athletics, the literary societies, Christian Associations, with their courses in Bible and Mission study. Thus along with a good business training there are offered some of the best things to be had in college life, and not to be found in schools giving only business courses. These advantages are deserving of special consideration.

ENTRANCE REQUIREMENTS

No entrance examinations are required, but all graduates must have a thorough knowledge of the common branches.

COURSES OFFERED

Short Course.

This course consists of a short course in the Theory and Practice of Business Accounting, followed by an Actual Business course, and by an Office Practice course.

The course leads to the degree of Bachelor of Accounts, and requires the following subjects:

Bookkeeping (Single and Double Entry), embracing the Theory of Accounts, and Actual Business Practice; Business Arithmetic; English Grammar; Business Letter Writing; Spelling and Defining; Business Penmanship; Commercial Law; Community Business; Office Practice in Commercial Exchange; Wholesale, Freight, Commission, Real Estate, Insurance, Banking.

This course requires six to seven months to complete.

Advanced Course

This course should be preceded by the Short Course. It consists of advanced work in Accounting and Allied Subjects necessary to equip a man for thorough competency in business life. The course requires from a year to a year and a half to complete, and leads to the degree of Master of Accounts.

The Advanced Course embraces:

Bookkeeping, as in the Short Course; Advanced Accounting, with Office Practice Course; Corporation Accounting; Banking; Business Arithmetic; Rapid Calculation; English Grammar; Business Letter Writing; Spelling and Defining; Commercial Law; Commercial Geography.

College courses in Economics, Money and Banking, etc., may be elected in addition to the above.

POSITIONS FOR GRADUATES

We cannot guarantee to secure positions for all of our graduates; no trustworthy school does so. We will, however, aid our students in securing employment, and we have

no hesitancy in asserting our confidence that no young man or young woman who, by completing the courses in this school, has qualified himself or herself for service in the business world, need ever be without employment.

TUITION AND FEES

Tuition is \$30 for each semester.

A diploma fee of \$2.50 is charged all graduates in either course.

A fee of twenty cents a week is charged while the student is taking Office work.

The books for the Short Course will cost about \$10; for the Advanced Course about one-half more.

SHORTHAND AND TYPEWRITING

Just a word to those who are climbing. Never has the demand been so great in the commercial world, as at the present time, for ambitious and competent stenographers. Many young people have already availed themselves of the opportunities afforded by the constantly-increasing business interests of the country, yet the cry is going up all over the land for more and better-qualified office assistants. But while the demands and requirements are more exacting each year, these are in turn balanced by a corresponding increase in salary. Competent stenographers are always in demand at wages varying from \$50.00 to \$250.00 per month.

The time and money spent in learning shorthand is very small compared with the returns, for no other profession, so worthy and profitable within itself, affords such opportunities for advancement. Many men who are holding positions of honor and trust to-day owe their prominence and success to their early knowledge of shorthand.

The young man who is employed as a stenographer in the office of some commercial enterprise, and who proves himself ever faithful and alert to the best interests of his

employer, is the one who is promoted from time to time and is finally given an opportunity to become a member of the firm, if he so desires.

The practical experience which a young man receives from constant contact with first-class business methods will be of inestimable worth should he determine later on to embark on a business career for himself.

The standard Graham-Pitman System is taught. It is enough to say for the merits of this system that it is used by at least half of the reporters of this country.

The advancement of the student in this work depends entirely upon his or her ability and the amount of time given to the preparation of each lesson.

The first work in the course is to master the principles as set forth in the textbook, which are firmly fixed in the mind by repeated daily drills in writing and reading exercises. After the student is able to apply the principles readily in writing words and short sentences, more advanced dictation is given, including business letters, court testimony, speeches, etc. All the work of the advanced students must be transcribed on the typewriter from the shorthand notes, after which it is corrected and approved by the teacher in charge.

That this department is first-class and up-to-date in every respect is shown by the fact that a large per cent. of our graduates are "making good" and are holding positions at good salaries in a number of the leading cities and towns of the United States.

We teach the Touch System, and speed and accuracy must be attained before the completion of this course. Touch typewriting is universally recognized in all standard schools as the only correct method. This system is very readily acquired, and constitutes the use of all the

fingers, and the location of the keys by touch rather than by sight.

OFFICE DRILL

Students are taught to arrange in proper form all kinds of business letters and legal papers. They are also taught to care for the machine, how to use the mimeograph, and to make copies by the use of carbon paper. The more advanced pupils are frequently given dictation at the machines for the purpose of developing speed.

MACHINES USED

This department is finely equipped with new Underwood typewriters. There is no extra charge for the use of the machines.

TIME TO BEGIN

Students may enter at any time, though it would be better, if possible, to enter at the beginning of a semester, as new classes are then formed.

DIPLOMA

A diploma fee of \$2.50 is charged all graduates of either course.

No one will be granted a diploma from either of these courses who has not a good knowledge of the common English branches.

Those taking shorthand and typewriting may include in this course arithmetic, penmanship, spelling, and business English without extra charge.

We solicit correspondence with all who desire a thorough course in Shorthand and Typewriting.

TUITION

Tuition for each semester, \$30.00.

SCHOOL OF ORATORY.

FACULTY

M. W. CUNNINGHAM

Principal

Elocution, Oratory, and Public Speaking

HENRY W. WARD, A.M.

English Literature

SCHOOL OF ORATORY.

The aim of the School of Oratory and Expression is not only to awaken in the student a higher appreciation of what is best and noblest in life, literature and art, but to a realization of his own possibilities, and to give such direction to his training that he may more nearly attain them.

The full course embraces two years of class work in addition to two years of private instruction, and includes expressive physical culture for health, strength and endurance.

TRAINING OF THE BODY

1. For Harmony of Action. Exercises for liberating the muscles set in opposition by self-consciousness, that they may respond freely to each impulse of the soul.
2. For Co-ordinate Action. Exercise for bringing thought, feeling and will into unity.

TRAINING OF THE VOICE

We train the voice for strength, durability and sympathetic expression.

1. For voice production we must have: Diaphragmatic Action, Throat and Chest Expansion, Tone Direction.
2. For voice development we must have: Vibration—Chest, Pharyngeal and Dental, Concentration and Reflection of Tone, Range of Pitch and Registers. These must be obtained without fatigue to the organs of speech, sore throat or hoarseness.
3. For voice culture we must have: Rhythm, Modulation, Transition and Blending, Conception and Sensibility of Emotions and Tones.

SORE THROAT AND HOARSENESS

Teachers, lawyers, lecturers and clergymen are often troubled with sore throat and hoarseness, due to improper use of the vocal organs and wrong breathing. The treatment demands: Proper Diaphragmatic Action, Tone Direction and Vibration, Throat Expansion and Relaxation.

DEFECTIVE SPEECH

Special care is given to all forms of defective speech. The individual needs of the student are discerned and a series of exercises given each pupil.

PRIVATE INSTRUCTION—ENROLLMENT

Students who desire private instruction should endeavor to make such arrangements with the Principal at the beginning of each semester. Tuition for private instruction is required in advance. No deduction will be made for lessons lost by the pupil's negligence or for absence the first or last week of the semester; and only in case of protracted illness will tuition be refunded for the remainder of the term.

PUBLIC RECITALS

The department aims to put on two or more public recitals each year, at which time the various students are required to appear in public, either in readings, sketches or plays. This affords valuable experience for the student by giving them greater ease and less embarrassment when appearing before an audience.

GRADUATION

Those who have completed the two years' course in a satisfactory manner and have given a recital for graduation will be granted a diploma of the School of Oratory and Expression. Diploma fee, \$2.50.

COURSE IN ORATORY AND DEBATE

This course deals chiefly with the art of public speaking, accumulation, cogent and logical arrangement of thought and argument, the theory of gesture, and the effectiveness of expression.

Throughout the entire course the student must seek to acquire a distinct articulation and a naturalness of manner that will win the respect and attention of his auditors. Special attention is given to voice training in its relation to Quality, Force, Time, Pitch and Glides, and their importance to pleasing and effective delivery.

1. Styles of Delivery. Colloquial, Impassioned and Elevated. Study of naturalness.

2. Extemporaneous Speaking. Students are practiced in many kinds of discussions, debates and narratives in order to develop the ability to think while standing, and to eradicate faulty mannerisms.

3. Oratory. Kinds: Forensic, Deliberative, Pulpit and Lyceum. Study of orations, style of construction, general ends, means for effectiveness, committing and rendering of several good orations by noted authors.

Throughout the year. Four hours a week.

Credits. All regular students of the college will be allowed credits for one year's work in Oratory and Debate, and for one year's work in Expression. Students who have had one year's work in Oratory and Debate, and wish to complete the course in Expression will be given credit for the first year's work in Expression.

All students who wish to graduate from the department must have at least eighteen Academy credits and one year of English in addition to the two years' work in the department.

TUITION

All class work in Oratory and Expression is covered by college tuition.

Private Instruction—

Two lessons a week for semester.....	\$32 5
One lesson a week for semester.....	18 0
Special training on orations, etc., per lesson....	1 2
Children under fourteen (one-half-hour lessons):	
Two lessons a week for semester.....	\$21 5
One lesson a week for semester.....	12.5

TEXTS USED

First Year, "Practice of Speech," by Byron W. King.

Second Year, "Effective Speaking," by Arthur E. Phillips.

SCHOOL OF ART.

GENERAL ADVANTAGES

The Art Department of Leander Clark College offers instruction to each individual student according to his need in fitting him for his chosen branch of artistic effort. Each student is personally directed in his work, not according to a fixed course of study, but with a view to accomplishing the best results in the shortest time. It is the aim of the school to provide this opportunity for the purpose of artistic culture. The work is broad in its scope, including study of light and shade, composition and color perspective, the anatomy of the human figure, and also drawing and painting from cast, still life, nature, and copying in various mediums, such as pencil, charcoal, oil, water-colors, etc. Special attention is paid to the decorative arts.

PUBLIC SCHOOL DRAWING

Another and very important aim is to fit students for teaching drawing in the public schools. The department conducts the course in elementary drawing prescribed by the College in its regular Teachers' Course. In addition to this shorter course, more extended training will be provided for those who wish to prepare themselves for teaching art in high schools.

Students who wish but a little work may choose their subject and medium, and enjoy art as an accomplishment, although they may not be able to give it thorough study.

The Studio, located in the Conservatory Building, is furnished with plaster casts from the antique, casts of fruits and flowers, geometrical models, outlines and shaded studies for drawing from the "flat," and selected studies

for painting in oil and water-colors, and for charcoal drawings.

An exhibition of work done by students will be held once a year, usually during Commencement week.

CLASSES

Drawing Class. Drawing from cast, still life, and nature, in charcoal, pencil, and crayon.

Painting Class. Painting from still life and nature, or copying in oil or water-color.

Classes in China Painting will also be arranged.

TUITION

Painting in oil, water colors, or china, twenty lessons.	\$10 00
Charcoal and pencil drawing, twenty lessons.	8 00

DEPARTMENT OF PHYSICAL TRAINING.

LLOYD K. RIGGS

Director

MARK W. HYLAND

Coach

M. W. CUNNINGHAM

Physical Culture for Women

DEPARTMENT OF PHYSICAL TRAINING.

GENERAL STATEMENT

The Department of Physical Training is now approaching a complete system under the guidance of the Faculty Committee on Athletics and Physical Training. It is aimed to give all students some form of systematic exercise under competent direction. The department seeks to promote physical well-being among the students as a whole and thereby to increase their mental efficiency. A Physical Director who, by virtue of his position becomes a member of the Faculty, gives personal supervision to all activities of the department. As need arises competent assistants are appointed to assist in instruction.

MEDICAL EXAMINATION

At the beginning of each term a Medical Examination is given to each student. Especial attention is paid the condition of the heart and lungs, and an attempt is made to detect any organic trouble that may exist, or toward which the student may show a tendency. Advice is given as to the kind and amount of exercise that should be taken. A chart of the physical condition is furnished each student. A nominal fee of fifty cents a term is charged toward defraying the expenses of the examination.

COURSES FOR MEN

Gymnasium classes are planned to give the men systematic development throughout the year. So far as possible, exercise will be prescribed to suit individual needs. Students who take regular exercise at some physical labor or who elect systematic training in some department of athletics, may be excused from gymnasium classes.

Football occupies the first ten weeks of the first semester. The work is under the direction of a competent teaching and training force, and a suitable schedule is provided.

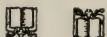
Basket ball is the chief winter sport. The gymnasium affords a splendid floor for this, and coaching and training facilities are supplied in this as in other sports.

Baseball is played in the spring. Class games are employed to stimulate interest and develop material, and a suitable schedule of intercollegiate contests is provided.

Track shares with baseball the activity of the spring. It is almost in the nature of an innovation, but the work is progressing at a rate that makes us sanguine of our future success.

Dual Meets, the invitation meet at Grinnell and the State meet, furnish incentive to efforts in this branch of sport.

Tennis courts are provided for this sport. Intercollegiate contests will be provided as the interest and material warrant them.



COURSES FOR WOMEN

Gymnasium classes are conducted throughout the year, consisting of wand, dumb-bell, and Indian club drill, and marching exercises. All young women not taking other systematic exercise are expected to join these classes.

Basket ball is played by the young ladies during the first semester. No intercollegiate contests are provided, as past

experience has determined the faculty in the wisdom of this position.

Tennis affords opportunity for athletic activity during the fall and spring. Two excellent courts for women are furnished and kept in order.

DEGREES CONFERRED IN 1913.

DOCTOR OF DIVINITY

The Rev. Robert Erastus Graves, Waterloo, Iowa.

BACHELOR OF ARTS

Elton Wayne Beck, Trenton, Missouri.

Elmer L. Emerson, Toledo, Iowa.

Gilbert L. Hicks, Chariton, Iowa.

Lora Frances Hill, Toledo, Iowa.

Nana Kenoyer, Independence, Kansas.

Irma Kepler, Toledo, Iowa.

Nina E. Morton, Toledo, Iowa.

J. Earl Kneeland, Toledo, Iowa.

Spencer C. Nelson, Des Moines, Iowa.

Ulysses S. Piper, Toledo, Iowa.

Clara E. Speake, Toledo, Iowa.

J. F. Uhlenhopp, Toledo, Iowa.

Olive L. Uhlenhopp, Toledo, Iowa.

Robert Fast Ward, Toledo, Iowa.

Nina Grace Salzman, Toledo, Iowa.

BACHELOR OF SCIENCE

Mary Hutchinson, Toledo, Iowa.

Roy Lee Repp, Clear Lake, Wisconsin.

STUDENTS.

COLLEGE.

Seniors.

Florence Helen Bridge.....	Toledo
E. Lois Conant.....	Toledo
Leda Carlton.....	Toledo
Marjorie Jackson.....	Tama
Leigh Howard Ladd.....	Traer
Guy C. Miller.....	Winnebago, Minnesota
Hal Vivian Riggs.....	Toledo

Juniors.

Thomas J. Barnes.....	Lovilia
Paul Dickensheets.....	Toledo
Lewis Earl Greene.....	Toledo
Lloyd M. Hanna.....	Conrad
Harold J. Ingham.....	Toledo
Luman A. Kubias.....	Gladbrook
Mabel Kepler.....	Toledo
William H. Lauderdale.....	Tama
Charles E. McCurdy.....	Toledo
Frank A. Muirhead.....	Toledo
Harold C. Plott.....	Fostoria, Ohio
Esther Rebok.....	Toledo
Mabel V. Sones.....	Anamosa
Ruth Somers.....	Toledo
Jesse L. Tomlinson.....	Tama
Phyllis Ward.....	Toledo

Sophomores.

Luelda Carlton.....	Toledo
Marie Coyle.....	Tama
Pearl Dushek.....	Eyota, Minnesota
Joy Dexter.....	Toledo
Carl C. Emerson.....	Toledo
Merle C. Green.....	Toledo
Victor Hugo Gardner.....	Toledo
Inez Leone Harris.....	Postville
Paul Baughman Ingersoll.....	Toledo
Nellie Jones.....	Toledo
Archie S. Jacob.....	Sterling, Illinois
Charles R. Kremenak.....	Toledo
Floyd E. Marken.....	Toledo
Jessie Muirhead.....	Toledo
Mary Muirhead.....	Toledo

Lawrence R. Mathers.....	Fostoria, Ohio
R. Floyd Robson.....	Toledo
Ruth Allie Steele.....	Riverside
Irene Walter.....	Gladbrook
Max Field Ward.....	Toledo

Freshmen.

Purl S. Appelgate.....	Toledo
Holman J. Allen.....	Toledo
Gertrude Breaw.....	Toledo
Genevieve Ebersole.....	Toledo
Jacob Charles Firkins.....	Moravia
Insco Arthur Friday.....	Richland Center, Wisconsin
Robert E. Guthrie.....	Woodward
Pauline Harold.....	Toledo
John F. Hufford.....	Toledo
Ruth Hanson.....	Toledo
Edwards C. Hunter.....	Tama
Mamie Hooper.....	Gladbrook
Eula Lichty.....	Toledo
Earl Lyon.....	Toledo
Thomas McMillan.....	Toledo
Elsie McAnulty.....	Toledo
Mamie Marken.....	Toledo
Curtis Mowbray.....	Vinton
Roscoe Patton.....	Bristow
Austin Chauncey Repp.....	Clear Lake, Wisconsin
Thomas Richardson.....	Toledo
Alta K. Riggs.....	Toledo
Sampson Sime.....	Toledo
Maude L. Sauer.....	Quasqueton
William Leroy Schneider.....	Toledo
Marian Speake.....	Toledo
Nilva Smith.....	Richland Center, Wisconsin
Sara Scanlon.....	Manchester
Dale Thomas.....	Toledo
Blanche Trussell.....	Albia
Edna Wentzel.....	Beaman
Archie Yonge.....	Toledo
Joseph Yates.....	Toledo

Special Student.

Oliver H. Sisson.....	Tama
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ACADEMY.

Warren Leslie Beck.....	Trenton, Missouri
Harold Ayre Bridges.....	Montour
Chuhachi Chiba.....	Toledo
Catherine Connell.....	Toledo
Gay Douglas.....	Lehigh
Clarence Ervin Dick.....	Stanhope
Mable Dawson	Sumner
Reba Ferguson.....	Legrand
Lucile Fisher.....	Montour
Emerson Henry Felts.....	Winona, Kansas
Edward S. Fay.....	Walker
Jacob Max Gutshall.....	Van Meter
Jess N. Gunning.....	Toledo
Vinnie Gull.....	Colesburg
Gladys Hixenbaugh.....	Plano
Zeta Boyd Inman.....	Toledo
Ruth Johnson.....	Akron
Daisy A. Johnson.....	Harris
Andrew M. Johnson.....	Akron
Lester C. Kuhner.....	Toledo
Bernice Kinner.....	McIntire
John Lester Kepler.....	Toledo
Charles L. Kale.....	Toledo
Pinckney Lloyd Kneeland.....	Summitt, S. Dakota
Harper Kreiser.....	Toledo
Flossie Lease.....	Sumner
Bertha Lawson.....	Central City, Nebraska
Elsie Morgart.....	Newburg
Augusta Paulu.....	Vining
Leonard Paulu.....	Vining
Vinal T. Randall.....	Montour
Harry Attie Read.....	Stanhope
Steward Ralph Reed.....	Tama
Lulu Rose.....	Toledo
Anna Gertrude Riggs.....	Muscatine
Walter A. Shupp.....	Big Spring, Maryland
Harold H. Stark.....	Lundgren
Lela Sauer.....	Quasqueton
Lester L. Stinton.....	Merrill
Otto V. Sokol.....	Vining
Floyd Sarff.....	Browerville, Minnesota
Lillian M. Wagner.....	Clutier
Ada Yates.....	Toledo

NORMAL.

Edith Benesh.....	Toledo
Corrinne Bovenmeyer.....	Cedar Rapids
Mary Bellkofer.....	Little Black, Wisconsin

Gretchen Bear.....	Toledo
Mildred Corfman.....	Toledo
Zelna Dowd.....	Toledo
Hazel Flynn.....	Toledo
Lizzie Fleming.....	Green Mountain
Edna M. Johnston.....	Chelsea
Kathryn Johnson.....	Akron
W. Leonard Schoolcraft.....	Toledo
Lester Kupka.....	Toledo
Nota Kneeland.....	Summitt, S. Dakota
Elizabeth Rebik.....	Vining

COLLEGE OF MUSIC.

PIANO.

Graduate.

Lucille Baldwin.....	Toledo
Alta Meves.....	Tama

Senior.

Phyllis Ward.....	Toledo
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Unclassified.

Lona Bovenmeyer.....	Toledo
Paul Breaw.....	Toledo
Devoe Bovenmeyer.....	Toledo
Verda Bowman.....	Toledo
Elsie Bowman.....	Toledo
Orva Bowman.....	Toledo
Mabel Crossman.....	Toledo
Mable Dawson.....	Sumner
Mary Dick.....	Toledo
Gay Douglas.....	Lehigh
Esther Dodd.....	Toledo
Lucy Fuller.....	Toledo
Lucile Fisher.....	Montour
Pearl Gates.....	Toledo
Vinnie Gull.....	Colesburg
Alice Green.....	Toledo
Pearl Head.....	Toledo
Zae Harrison.....	Toledo
Edna M. Johnston.....	Chelsea
Louise Kuhner.....	Toledo
Eula Lichty.....	Toledo
Flossie Lease.....	Sumner
Mary Muirhead.....	Toledo

Elsie McAnulty.....	Toledo
Ruby Martin.....	Traer
Mamie Marken	Toledo
Nellie Mericle.....	Toledo
Lucile McMahon.....	Toledo
Augusta Paulu.....	Vining
Mildred Patterson.....	Laurel
Edna Rose.....	Toledo
Anna Gertrude Riggs.....	Muscatine
Belva Scott.....	Traer
Lela Sauer.....	Quasqueton
Rosalie Slessor.....	Toledo
Marian Speake.....	Toledo
Zelic Sime.....	Toledo
Helen Townsend.....	Toledo
Loree Ullom.....	Toledo
Edna Wentsel.....	Beaman
Arvilla Wilcox.....	Toledo
Edith Williams.....	Toledo
Mae Wenkstern.....	Toledo
Ethel Yount.....	Toledo

Theory.

Mable Dawson	Sumner
Vinnie Gull.....	Colesburg
Eula Lichty.....	Toledo
Mamie Marken.....	Toledo
Mildred Patterson.....	Laurel
Augusta Paulu.....	Vining
Edna Rose	Toledo
Gail Randolph.....	Tama
Marian Speake.....	Toledo
Jesse L. Tomlinson.....	Tama
Edna Wentsel.....	Beaman
Phyllis Ward.....	Toledo

Voice.

Leonard Allen.....	Tama
Maude Baldwin	Toledo
Carl C. Emerson.....	Toledo
Merle C. Green.....	Toledo
Andrew Johnson.....	Akron
Ruth Johnson.....	Akron
Lester Kuhner.....	Toledo
Mabel Kepler.....	Toledo
Bernice Kinner.....	McIntire
Eula Lichty.....	Toledo
Jessie Muirhead.....	Toledo
Ruth Muirhead.....	Toledo
Coyne Oldham.....	Toledo
Ella Paulu.....	Vining

Anita Randolph.....	Tama
ail Randolph.....	Tama
label V. Sones.....	Anamosa
Valter A. Shupp.....	Big Spring, Maryland
ilva Smith.....	Richland Center, Wisconsin
ela Sauer.....	Quasqueton
esse L. Tomlinson.....	Tama
. H. VanHouten.....	Toledo
rene Walter.....	Gladbrook
ohn Frank Yothers.....	Toledo

Violin.

Ralph Batcher.....	Toledo
Alta Blair.....	Belle Plaine
Audrey Berger.....	Toledo
Chuhachi Chiba.....	Toledo
Della Chess.....	Blairstown
Walter Clough.....	Garwin
Harold Cooper.....	Traer
Oren Fowler.....	Tama
Eunice Gallagher.....	Tama
Raymond Harlan.....	Toledo
Mildred Hall.....	Belle Plaine
Alpha Hinegardner.....	Toledo
Henrietta Jones.....	Toledo
Marjorie Kendall.....	Tama
Harold Kirk.....	Tama
Emma Krafka.....	Belle Plaine
Mrs. C. W. Maplethorpe.....	Toledo
Elwell Meiers.....	Toledo
Donald Mills.....	Tama
Mrs. Martin Mee.....	Gladbrook
Verna Onstott.....	Belle Plaine
Clarence O'Brien.....	North English
Ruth Paden.....	Belle Plaine
Ernest Pagel.....	Grinnell
Harry Robson.....	Toledo
Luella Reichmann.....	Toledo
Marvel Randall.....	Garwin
Bruce Russell.....	Tama
Leta Seamans.....	Montour
Ethel Shields.....	Belle Plaine
Norma Snyder.....	Garwin
Lulu Townsend.....	Toledo
Elgy Townsend.....	Toledo
Naoma Wendle.....	Toledo
Emma Wilson.....	Toledo

Wind Instruments.

Catherine Connell.....	Toledo
Francis Mills.....	Tama

Irene Vest.....	Toledo
Carl Wise.....	Toledo
Ella M. Waite.....	Toledo

COMMERCIAL.

Seniors.

Beatrice Arment.....	Montour
Andrew M. Johnson.....	Akron
Frank Lee Morehead.....	Akron
Fred Kupka.....	Toledo

Unclassified.

Harold Ingham.....	Toledo
Cleo Earl Leech.....	LeGrange
Frank Thomas Reynolds.....	Whitten
Ranson Riley.....	Stanhope
Lillian M. Wagner.....	Clutier

SHORTHAND.

Senior.

Beatrice Arment.....	Montour
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Unclassified.

Gladys Crosier.....	Tama
Gertrude Houdyshell.....	Tama
Frank Thomas Reynolds.....	Whitten
Irma Townsend.....	Toledo

TYPEWRITING.

Beatrice Arment.....	Montour
Gladys Crosier.....	Tama
Clarence Erwin Dick.....	Stanhope
Gertrude Houdyshell.....	Tama
Andrew M. Johnson.....	Akron
Frank Lee Morehead.....	Akron
Frank Thomas Reynolds.....	Whitten
Irma Townsend.....	Toledo

ART.

Gretchen Bear.....	Toledo
Mary Bellkofer.....	Little Black, Wisconsin
Irene Brady.....	Toledo
Mildred Corfman.....	Toledo
Mable Dawson.....	Sumner
Flossie Lease.....	Sumner

SCHOOL OF ORATORY.

Juniors.

Lucile Fisher.....	Montour
Charles L. Kale.....	Toledo
Harold H. Stark.....	Lundgren

Unclassified.

Carl S. Appelgate.....	Toledo
Ebenezer Batcher.....	Toledo
Frederick Bear.....	Toledo
Frederic Bridge.....	Toledo
Welda Carlton.....	Toledo
Edis Conant.....	Toledo
Walter Dawson.....	Sumner
Elma Dowd.....	Toledo
Carl C. Emerson.....	Toledo
Edward S. Fay.....	Walker
Emerson Henry Felts.....	Winona, Kansas
Jacob C. Firkins.....	Moravia
Elizabeth Flynn.....	Toledo
Leola Ferguson.....	LeGrand
Lewis Earl Greene.....	Toledo
Minnie Gull.....	Colesburg
Robert E. Guthrie.....	Woodward
Walter Hanson.....	Toledo
Samie Hooper.....	Gladbrook
Richie S. Jacob.....	Sterling, Illinois
Andrew Johnson.....	Akron
Edna Jenkel.....	Toledo
Walter Johnson.....	Akron
Label Kepler.....	Toledo
Winckney Lloyd Kneeland.....	Summit, S. Dakota
Charles Kremenak.....	Toledo
Lossie Lease.....	Sumner
Clark Lupton.....	Toledo
Thomas McMillan.....	Toledo
Lloyd Marken.....	Toledo
Walter Marken.....	Toledo
Guy C. Miller.....	Winnebago, Minnesota
Elsie Morgart.....	Newburg
Essie Muirhead.....	Toledo
Emma Paige.....	Toledo
Austin C. Repp.....	Clear Lake, Wisconsin
Helva Scott.....	Traer
Valter A. Shupp.....	Big Spring, Maryland
Label V. Sones.....	Anamosa
Walter Allie Steele.....	Riverside
Velma Toland.....	Toledo
Gene Walter.....	Gladbrook
Joseph Yates.....	Toledo

SUMMARY.

College—

Seniors	7
Juniors	16
Sophomores	20
Freshmen	33
Special	1

Academy 4

Normal 1

College of Music—

Piano, Organ, Theory..... 4

Voice 2

Violin 3

Wind Instruments 1

Business College 1

School of Oratory 4

Art 2

Total..... 31

Names counted more than once..... 8

Net enrollment 22

FORMS OF GIFTS.

LIFE ANNUITIES.

Persons who are interested in the work done by Leander Clark College, and who have money, real estate, or other property they would like to leave to the college, and yet who will need reasonable income during their lifetime, will find the Life Annuity Bonds offered by the college both safe and attractive. The fact that the College has buildings and grounds, and cash endowment aggregating in value more than \$350,000, is a sufficient guarantee of the safety of its bonds. The institution is without debts and is safe and sound in its business management. Its Life Annuity System is therefore absolutely trustworthy.

TO ENDOW A SCHOLARSHIP.

Persons desiring to aid worthy young people in obtaining an education may endow a perpetual scholarship in Leander Clark College, by the payment of \$1,000.00 to the institution, which will entitle the donor to name the same, and to have the name of the scholarship published in each annual catalogue.

TO ENDOW A CHAIR OR PROFESSORSHIP.

The gift of \$25,000 will endow a chair or professorship in Leander Clark College, and will entitle the donor to name the chair, which name with that of the giver will be published in each number of the annual catalogue of the College.

TO DEED REAL ESTATE, RETAINING A LIFE INTEREST.

Persons wishing to aid the College may deed to it any real estate they may have, reserving to themselves the right to use income and occupancy during their natural life, and at their death the property would pass into the possession of Leander Clark College, to become a part of the permanent endowment of the institution.

TO THE FRIENDS OF THE COLLEGE.

Leander Clark College is greatly in need of a much larger income. Its present endowment, student fees, etc., are insufficient to meet its growing needs. It should have at least three hundred thousand dollars added to its endowment within the next three years.

Persons having property or estates to dispose of are earnestly asked to make Leander Clark College the object of their benevo-

lence. Those who may think of doing so are requested to write the president of the institution, Toledo, Iowa, for full information as to forms for bequests.

FORM OF ENDOWMENT NOTE PAYABLE AFTER DEATH.

Toledo, Iowa.....191....

In consideration of the agreement on the part of Leander Clark College, a corporation of the County of Tama, and State of Iowa, that it will continue to maintain an institution for higher education, I, of, in the State of, do promise for myself, executor, administrator, and assigns, to pay to said Leander Clark College..... dollars, with interest at per cent., payable annually from.....

The principal is to be paid out of my estate one month after my death, and is to become a part of the permanent endowment fund, and to be safeguarded as is the Leander Clark Foundation. The interest is to be available for supporting the Department of.....in said College.

.....
 Executed in the presence of

.....

REGISTER OF ALUMNI

College of Liberal Arts.

Note.—In the preparation of the Alumni Register for this number of the catalog, it has been deemed best to give only the names of the graduates of the college with their present employment and address. This gives a uniformity of record of essential facts without giving the full life history of each graduate, as has been attempted heretofore. The more extended data, however, which have been gathered, will be preserved in the college files for such reference and use as may be desired at any time.

The names of those deceased are marked with an asterisk

CLASS OF 1864

1. WILLIAM TAYLOR JACKSON, A.M., Ph.D., Rector of St. Michael's Protestant Episcopal Church, Mt. Pleasant, Ia.
2. EMMA NEIDIG (STEELE), M.A., Edgeley, North Dakota.

CLASS OF 1865

3. JACOB AUGUSTUS SHUEY, A.M., Head of Shuey Insurance Agency, Red Oak, Iowa.

CLASS OF 1868

4. *MARY A. BEAM (EMERSON), M.A.
5. *AMELIA B. GROVE (HARDEN), M.A.

CLASS OF 1869

6. *ELNORA A. COOK, M.A.
7. JOSEPH B. OVERHOLSER, A.M., Lawyer and Ranchman, Monmouth, California.
8. *HOMER R. PAGE, M.D.

CLASS OF 1870

9. *MARTHA E. ALLISON (WASHBURN), M.A.

CLASS OF 1871

10. ALFRED D. COLLIER, M.S., Lawyer, Sioux City, Iowa.

CLASS OF 1872

11. LEWIS BOOKWALTER, A.M., D.D., LL.D., Pastor of Central Congregational Church, 50 S. 17th Street, Kansas City, Kansas.
12. *WILLIAM HENRY CUSTER, M.S.
13. AUGUSTUS WALDO DRURY, A.M., D.D., Professor Systematic Theology, Bonebrake Theological Seminary, Dayton, Ohio.
14. MARION RICHARDSON DRURY, A.M., D.D., President Leander Clark College, Toledo, Iowa.
15. FRANCIS RHINEHART FRY, M.S., Retired Farmer, Interested in Banking, Insurance, etc., Corydon, Iowa.
16. SALLIE SCOTT PERRY (KEPHART), M.S., Wife of Bishop C. J. Kephart, Kansas City, Missouri.
17. LUCY D. STROTHER (WILLIAMS), M.S., Granger, Iowa.
18. ANNA ELIZABETH SHUEY (SWAIN), M.S., 306 Golden Hill St., Bridgeport, Connecticut.
19. SARAH JANE SURRAN (LIGHT), M.S., Edwardsburg, Michigan.
20. ROBERT ERWIN WILLIAMS, A.M., D.D., Pastor of United Brethren Church, Granger, Iowa.

CLASS OF 1873

21. *THOMAS JEFFERSON BAUDER, A.M., Minister.
22. *MILO BOOTH, M. S.
23. *HENRY G. BOWMAN, A.M.
24. MARY EVALINE DRURY (McHOSE), M.A., The Palms, California.
25. *ENOCH FABER LIGHT, A.M., Minister.
26. WILLIAM KENDRICK RIGGS, M.S., Druggist and Postmaster, Castalia, Iowa.
27. HENRY SHEAK, M.S., Horticulturist and Professor in Philomath College, Philomath, Oregon.
28. JOHN WESLEY SURRAN, M.S., Proofreader, 1900 Ewing Ave., Kansas City, Missouri.

CLASS OF 1874

29. *WILLIAM BOWER ARBLE, M.S., Minister.
30. *LUTHER M. CONN, B.S.
31. CYRUS JEFFRIES KEPHART, A.M., D.D., Bishop of Southwest District of United Brethren Church, 3936 Harrison Ave., Kansas City, Missouri.
32. *ALVIN LYMAN MARSHALL, M.S.
33. FRANCIS MARION WASHBURN, A.M., Pastor of Congregational Church, Suisun, California.

CLASS OF 1875

34. JOHN HENRY ALBERT, A.M., D.D., Minister, Congregational Church, Punta Gorda, Florida.
35. MILDRED GAMBREL, M.A., Public School Teacher, Smith Centre, Kansas.
36. MARY LOUISE HOPWOOD, M.A., Public School Teacher, Hanford and Beacon Ave., Seattle Washington.

CLASS OF 1876

37. ALBERT MILTON BEAL, A.M., M.D., Physician, Moline, Illinois.
38. WILLIAM IRONS BEATTY, A.M., D.D., Pastor of Congregational Church, Elk Point, South Dakota.
39. SOPHIA BOOKWALTER (DRURY), M.A., 203 N. Summit St., Dayton, Ohio.
40. MARY CLARISSA HEDGES (PEFFLEY), M.A., Fresno, California.
41. JEANNETTE BELLE HOPWOOD, M.A., Public School Teacher, Hanford St. and Beacon Ave., Seattle, Wash.
42. WILLIAM HENRY KAUFMAN, M.S., Publicist, No. 2 Bellingham, Washington.
43. FRANK S. SMITH, M.S., M.D., Physician and Surgeon, Nevada, Iowa.

CLASS OF 1877

44. JOSEPH BOOKWALTER, M.S., 87 Western Ave., Minneapolis, Minnesota.
45. ARSEMUS RICHMOND BURKDOL, M.S., with the Carbo-Light Company, Anderson, Indiana.
46. *WILLIAM JASPER HAM, A.M.
47. JOHN MARTIN HORN, M.S., Farmer, Hennesy, Oklahoma.
48. JOSEPHINE JOHNSON, M.A., interested in Social and Literary Work, 56 S. State St., Westerville, Ohio.
49. *SARAH JANE McALVIN, M.A.
50. JOHN AUGUSTUS MOORE, B.S., Retired Farmer, Garwin, Iowa.
51. ABRAM HERSHEY NEIDIG, A.M., Real Estate Business, Los Angeles, California.
52. URIAS D. RUNKLE, A.M., Steward and Storekeeper, Iowa Soldiers' Home, Davenport, Iowa.

- 53. AUSTRALIA PATTERSON (SHUMAKER), M.A., Missionary Evangelist, Flat Rock, Ohio.
- 54. *CATHERINE PATTERSON (BEATTY), M.A.
- 55. ALMINA WOOLRIDGE (HOPWOOD), M.A., Sierra Madre, California.

CLASS OF 1878

- 56. JOHN WESLEY BAUMGARDNER, A.M., Minister, United Brethren Church, Springboro, Pennsylvania.
- 57. *ARTHUR MELBOURNE MOORE, M.S.

CLASS OF 1879

- 58. WILLIAM HENRY KLINEFELTER, A.M., D.D., Pastor, Willey Memorial United Brethren Church, 3736 Borden St., Cincinnati, Ohio.
- 59. WALTER LEROY LINDERMAN, A.M., LL.B., Law and Real Estate Business, Emmetsburg, Iowa.
- 60. DANIEL MILLER, M.S., B.D., Minister, United Brethren Church, Valencia, Kansas.
- 61. ELIZA MOORE (MILLER), M.S., Valencia, Kansas.
- 62. EMMA PATTON DAVIS, B.S., 2321 Lawrence Ave., Toledo, Ohio.

CLASS OF 1880

- 63. WILLIAM OTTERBEIN DEMOSS, B.S., Nurseryman, Des Moines, Iowa.
- 64. *LOUISA ROSE HALVERSON (ALBERT), M.A.
- 65. ERNEST OTTERBEIN KRETSINGER, A.M., Lawyer, Beatrice, Nebraska.
- 66. GEORGE D. MATHEWSON, A.M., Lawyer, Geneva, Neb.
- 67. ELI H. RIDINOUR, A.M., Vice Principal and Head of Commercial Department, High School, Stockton, California.
- 68. *JOHN WESLEY ROBERTSON, B.S., Minister.

CLASS OF 1881

- 69. ADELINE DICKMAN (MILLER), M.S., Associate President of Ruskin College, and Professor of History and Literature, Ruskin, Florida.
- 70. JOHN LAWRENCE DRURY, A.M., Real Estate Business, Cedar Rapids, Iowa.
- 71. *MARY ELLEN HORN (DRURY), M.S.
- 72. GEORGE McANELLY MILLER, A.M., Ph.D., LL.B., President of Ruskin College, Ruskin, Florida.
- 73. ROBERT RUSH WILSON, M.S., Editor of Tribune, Moulton, Iowa.
- 74. ALICE ELIZABETH SINGLEY (WILSON), M.S., Moulton, Iowa.

CLASS OF 1882

- 75. WALTER CLARENCE SMITH, M.S., Real Estate Business, Toledo, Iowa.
- 76. THOMAS HENDERSON STUDEBAKER, M.S., Deputy Sheriff, Tama County, Iowa; interested in Horticulture and Education, Toledo, Iowa.

CLASS OF 1883

- 77. EMMA JANE HOWARD (WELLER), A.M., Lit.D., Professor of Modern Languages, York College, York, Neb.
- 78. WILLIS EATON JOHNSON, M.S., Carpenter and Builder, 126 Bruce Ave., Pasadena, California.

CLASS OF 1884

- 79. ISAAH L. ALBERT, M.S., Lawyer, Columbus, Nebraska.
- 80. *KATE ADELL COATES (RUSSELL), B.S.

81. DANIEL FOLKMAR, A.M., Special Census Agent, Washington, D. C.

CLASS OF 1885

82. FRANK J. BROWNE, A.B., Principal of High School, Boulder Creek, California.
 83. VIVIAN ALBERT CARLTON, A.M., Congregational Minister, Toledo, Iowa.
 84. *JOHN F. LEFFLER, A.B., Minister.
 85. *ANNA E. MAIDEN (LEFFLER), B.S.
 86. CHARLES FREMONT SCHELL, A.M., Principal of Public Schools, Baxter, Iowa.
 87. RICHARD LARUE SWAIN, A.M., Ph.D., Pastor of the South Congregational Church, 306 Golden Hill St., Bridgeport, Connecticut.

CLASS OF 1886

88. LUCY A. BLINN (SEARS), B.S., 1426 Douglas St., Sioux City, Iowa.
 89. CHARLES MORGAN BROOKE, A.M., D.D., United Brethren Minister, Pawnee, Oklahoma.
 90. *JOHN P. HENDRICKS, A.M.
 91. SIMEON JETHRO LOWE, A.B., Dairying, The Palms, Cal.
 92. CORA MIDDLEKAUFF (DICK), B.S., Polo, Illinois.
 93. JAMES A. MERRITT, Ph.B., Lawyer, 230 Commercial Bldg., Des Moines, Iowa.
 94. JOSEPHINE GRANT PATTERSON (WONSER), A.B., Tama, Iowa.
 95. EUGENE RILEY SMITH, A.M., M.D., Physician and Surgeon, Toledo, Iowa.
 96. *CYRUS HOLLAND TIMMONS, B.S.

CLASS OF 1887

97. *DAISY GALLION (SMITH), B. S.
 98. *MARY EMMA GREENLEE, A.B.
 99. MYRTLE JARVIS (MILLER), B.S., Hastings, Nebraska.
 100. CHARLES LINCOLN MUNDHENK, B.S., Mechanic, Ames, Iowa.
 101. *JESSE A. RUNKLE, A.B., LL.B.
 102. MINNIE R. WHITTEN (BARNES), B.S., 2711 West Grand Ave., Des Moines, Iowa.

CLASS OF 1888

103. CHARLES E. BENNETT, B.S., Pastor of Methodist Episcopal Church, Lacona, Iowa.
 104. PETER O. BONEBRAKE, A.M., D.D., Superintendent Oregon Conference of the United Brethren Church, Hood River, Oregon.
 105. ESTHER BUTLER (AUSTIN), B.S., Tama, Iowa.
 106. CLARA COZAD (KEEZEL), B.S., Principal of Longfellow Building, Garnett, Kansas.
 107. ELNORA DICKMAN (RICHIE), B.S., Westgate, Iowa.
 108. DANIEL G. FILKINS, B.S., Real Estate, Mandan, N. D.
 109. GAZELLE HOLSTEAD (ROGERS), A.B., Toledo, Iowa.
 110. LAWRENCE KEISTER, A.M., D.D., devoted to Literary Work, Scottdale, Pennsylvania.
 111. EMMA MAY KEPHART (ROOP), B.S., Manassas, Virginia.
 112. E. GENEVE LICHTENWALTER, B.L., Mus.B., Head Piano Teacher in the Kansas City Conservatory of Music and Art, Sixth Floor Studio Building, Kansas City, Missouri.
 113. MARY T. LOUTHAN, M.L., Soloist and Singing Evangelist; also Teacher of Music, Toledo, Iowa.
 114. ALVIN H. PATTERSON, B.S., Ranchman, Turlock, Cal.
 115. *ALBERT EDWARD SLESSOR, B.S., Minister.
 116. EDNA THOMPSON (REBOK), B.L., 1234 Fifth St., Santa Monica, California.

- 117. HENRY WINFIELD WARD, A.M., Dean and Professor of Jennie McIntyre Fletcher Chair of English, Leander Clark College, Toledo, Iowa.
- 118. THOMAS DWIGHT WILCOX, B.L., Retired Farmer, Marshalltown, Iowa.
- 119. WILLIAM M. ZUMBRO, A.M., B.D., Principal of the American College at Madura, South India.

CLASS OF 1889

- 120. EUGENE D. ABRAMS, B.S., Editor Anaconda Standard, Helena, Montana.
- 121. CHARLES D. BAKER, B.S., Cashier of Savings Bank and Trust Company, Pomona, California.
- 122. *SQUIRE TREVELYN BEATTY, A.M., B.D., Minister.
- 123. EDWARD FRANKLIN BUCHNER, A.M., Ph.D., Professor of Education and Philosophy, Johns Hopkins University, Baltimore, Maryland.
- 124. OLIVER BENJAMIN CHITTY, M.L., Nursery Salesman, Toledo, Iowa.
- 125. HORACE C. COE, B.S., Horticulturist, Wenatchee, Wash.
- 126. *BENJAMIN F. COKELY, A.B., Minister.
- 127. ETTA FULCOMER (WINTER), B.L., 421 Hyde Park Ave., St. Joseph, Missouri.
- 128. WILLIAM OTTERBEIN KROHN, A.M., Ph.D., M.D., Physician and Surgeon, and Writer on Medical and Scientific Subjects, Chicago, Illinois.
- 129. JOHN ALBERT WARD, B.S., B.D., Real Estate Business, Marshfield, Oregon.

CLASS OF 1890

- 130. JEREMIAH S. GEORGE, A.M., D.D., Presbyterian Minister, Chicago, Illinois.
- 131. *FRANZ SIGER HETTLER, A.B., Minister.
- 132. CLARENCE WARD INGHAM, B.S., LL.B., Lawyer, Bridgeport, Washington.
- 133. LULU MAUDE KEPHART (JOHN), A.B., Faribault, Minn.
- 134. JESSE JESSEN KOLMOS, A.B., B.D., Pastor of First Congregational Church, 304 N. Fourth Ave., Maywood, Ill.
- 135. SUSIE LICHTENWALTER (HARPER), B.L., Toledo, Iowa.
- 136. WILBUR GRANT LITTLE, Ph.M., M.D., Physician, Okmulgee, Oklahoma.
- 137. ERWIN WILLIAM RUNKLE, A.B., Ph.D., Professor of Psychology and Ethics, State College, Pennsylvania.
- 138. MAY MIDDLEKAUFF (RUNKLE), B.S., State College, Pa.
- 139. WILLIAM ELIAS SCHELL, A.M., D.D., General Secretary of the Board of Education of the United Brethren Church, Dayton, Ohio.
- 140. CHARLES ROLLIN SHATTO, A.M., S.T.B., Pastor Congregational Church, Brewster, Washington.
- 141. WILLIAM AVERY SMITH, B.S., LL.B., Ph.B., Lawyer, Nashua, Iowa.
- 142. ARTHUR BIGGS STATTON, A.M., D.D., Pastor of St. Paul's United Brethren Church, Hagerstown, Maryland.
- 143. EMMA STAUFFER, B.S., 4747 Hudson Boul., Weehauken, New Jersey.
- 144. FRANK E. STOUFFER, A.B., Business Manager and Publisher of Sac City Sun, Sac City, Iowa.
- 145. SAMUEL MARCELLUS STOUFFER, A.B., Editor of Sac City Sun, Sac City, Iowa.
- 146. WILLIS AUSTIN WARREN, B.L., Pastor of Plymouth Congregational Church, 101 W. Third St., Columbus, O.
- 147. RODERICK FREEMAN WATTS, B.L., M.D., Physician and Surgeon, 403 Fleming Bldg., Des Moines, Iowa.

CLASS OF 1891

- 148. ANNA BRABHAM (OSBORN), B.S., Tacoma, Washington.

149. NEWTON WELDON BURTNER, A.B., Pastor United Brethren Church, Huntingdon, Pennsylvania.
150. NELSON P. CRONK, B.S., Lumber Business, Montour, Ia.
151. HOWARD H. EVERETT, B.S., President and General Manager of the Luse Land and Development Company, Limited, St. Paul, Minnesota.
152. JENNIE R. FEARER (TRUEBLOOD), B.S., 1205 Sixth Ave., Quincy, Illinois.
153. WILLIAM POTTER FEARER, B.S., Lawyer, Oregon, Ill.
154. WILLIAM E. FEE, Ph.B., LL.B., Lawyer, 209 W. Minster Road, Brooklyn, New York.
155. ELMER E. FIX, B.S., Sunday-school Missionary for San Joaquin Presbytery, Dinuba, California.
156. FANNIE HEISTAND (FIX), B.S., M.S., Dinuba, California.
157. HIRAM O. GREEN, B.S., M.D., Physician and Surgeon, Spencer, Iowa.
158. WILLIAM OTTERBEIN HARPER, A.B., Pastor Presbyterian Church, Aurora, Nebraska.
159. LLOYD FISHER LOOS, Ph.B., Real Estate, 402 World Building, New York City.
160. CLARK D. SPENCER, B.L., Horticulturist, Raisin, Cal.
161. WILLIAM B. BARNETT, B.S., Real Estate, Los Angeles, California.

CLASS OF 1892

162. CHARLES W. BREWBAKER, Ph.M., Ph.D., General Secretary Sunday Schools and Brotherhoods, United Brethren Church, Dayton, Ohio.
163. *ISAAC N. CAIN, A.B., Martyr Missionary.
164. ANNETTA A. DICKMAN (WILKINS), B.S., 631 Frederick St., Oelwein, Iowa.
165. MARY E. DONALDSON (DENNIS), A.M., M.D., Physician and Surgeon, 1217 Trenton St., Los Angeles, Cal.
166. ADDIE INGERSOLL (HUMPHREY), A.B., Lake City, Ia.
167. NELLIE IRONS (ROSS), A.B., Toledo, Iowa.
168. RICHARD P. KEPLER, B.S., LL.B., Lawyer, Toledo, Iowa.
169. MALVERN H. KEPLER, A.B., LL.B., Lawyer, Northwood, Iowa.
170. CLARA D. MASON (SCUTT), B.S., Marion, New York.
171. *MARY E. MUTCH (CAIN), B.S., A.B., Martyr Missionary.
172. EMMA MAE MAYNARD (ROSS), B.S., M.S., Public Reading and Recital Work, 2581 Spaulding St., Omaha, Neb.
173. BELLE M. SCHELLING (ALLEN), Ph.B., Leaf River, Ill.
174. LOUISE SHAMBAUGH (JONES), B.S., Philomath, Oregon.
175. HARRIET TYNER (LAWRY), B.Di., Larrabee, Iowa.

CLASS OF 1893

176. SIMON P. GARY, Ph.B., Lawyer, Chicago, Illinois.
177. LEWIS H. GEHMAN, A.M., Hays City, Kansas.
178. ANNA M. HILD (FRANK), Ph.B., 1640 York St., Des Moines, Iowa.
179. HOWARD M. HUMPHREY, B.S., M.D., Physician, Lake City, Iowa.
180. FERDINAND W. JONES, A.B., D.D., Horticulturist, Philomath, Oregon.
181. AMOS S. MAIN, B.S., M.D., Physician, Loup City, Neb.
182. IDA RICHARDS (MARQUARDT), Ph.B., Lima Center, Wisconsin.
183. MARY B. SPENCER, A.B., 132 Mendenhall St., Greensboro, North Carolina.
184. W. D. STRATTON, A.M., United Brethren Minister, 100 Rose St., Grand Rapids, Michigan.
185. SIDNEY ALLCOTT WHEELWRIGHT, Ph.B., Pastor Methodist Episcopal Church, Big Stone, Alberta, Canada.

CLASS OF 1894

186. FRANK GREENVILLE BEARDSLEY, A.M., Ph.D., S.T.D.,
Pastor First Congregational Church, 564 Freeman Ave.,
Kansas City, Kansas.
187. ULYSSES SAMUEL GUYER, B.L., Lawyer, Kansas City,
Kansas.
188. J. F. HULL, B.Di., Garrison, Iowa.
189. FRANK E. KAUFFMAN, B.L., M.D., Physician, Lake
City, Iowa.
190. MARK MASTERS, A.B., Pastor Methodist Episcopal
Church, and Lecturer on Social Topics, Ireton, Iowa.
191. L. E. MAKER, B.Di., Physician, Sac City, Iowa.
192. JOSEPH H. McCLAIN, Ph.B., Insurance Solicitor, 706 N.
Walnut St., Canton, Ohio.
193. RICHARD L. PURDY, A.B., Pastor of Presbyterian Church
and Stated Clerk of the Presbytery of Kearney, Ord,
Nebraska.
194. HENRY EUGENE SLATTERY, B.L., A.B., Ames, Iowa.
195. LOLA B. STATTON, A.B., Hagerstown, Maryland
196. FRANKLIN E. BROOKE, A.M., D.D., Real Estate and
Agent of Telescope Memorial Church of Kansas City,
Missouri, Winona, Kansas.
197. JAMES KEEL CODDINGTON, B.S., M.D., Physician, Hum-
boldt, Iowa.
198. SAMUEL ERWIN LONG, A.B., Pastor of Congregational
Church, Grandview, Idaho.
199. CHARLES F. PETERSON, B.Di., Scranton, Iowa.
200. G. ELLIS PORTER, A.B., Pharmacist, Riverside, Cal.
201. JAMES C. SANDERS, B.L., M.Di., Warden, State Peniten-
tiary, Ft. Madison, Iowa.

CLASS OF 1896

202. ALFRED GUITNER BOOKWALTER, A.B., A.M., General
Secretary, Young Men's Christian Association, Cincin-
nati, Ohio.
203. FRANK K. LONG, B.D., M.Accts., Lawyer, Union, Iowa.

CLASS OF 1897

204. MILTON M. BAUMGARTNER, M.S., M.D., Physician and
Surgeon, Freeport, Illinois.
205. PHILO WALKER DRURY, A.M., B.D., Superintendent of
United Brethren Church Missionary Operations, Ponce,
Porto Rico.
206. JOHN ELDON FOSTER, A.B., Assistant Inspector of Sec-
ondary Schools, Des Moines, Iowa.
207. GEORGE WESLEY PORTER, Ph.B., Farmer, Scottdale,
Pennsylvania.
208. HERMAN W. RUNKLE, Ph.B., M.D., Physician and Sur-
geon, Lowden, Iowa.
209. LUCIE SMITH (BAUMGARTNER), Ph.B., Freeport, Ill.
210. EDWIN BECHER WARD, A.B., United Brethren Mission-
ary, Canton, China.
211. ELIZABETH SCHOOLCRAFT (WARD), Ph.B., Missionary,
Canton, China.

CLASS OF 1898

212. EDWARD B. BERGER, B.Di., Principal of St. Anthony
High School, Toledo, Iowa.
213. ETHEL BOOKWALTER (BURTNER), Ph.B., Ansonia,
Connecticut.
214. FRANK E. BUCK, B.Di., State Representative for the
MacMillan Company, Tahlequah, Oklahoma.
215. JOHN WATT CODDINGTON, A.B., Cashier First State
Bank, Princeton, Illinois.
216. JAMES W. IRONS, B.Di., Mason City, Iowa.

- 217. CLARENCE A. JENKS, A.B., Manager Farmers' Grain Company, Gilbert Station, Iowa.
- 218. JOHN N. LICHTY, B.S., Assistant Cashier, First National Bank, Toledo, Iowa.
- 219. *ALVIN L. SPEAKER, B.Di.
- 220. CHARLES FRY WARD, A.B., Architect, Union National Bank, Houston, Texas.
- 221. OLIVE WILLIAMS, B.Di., Granger, Iowa.
- 222. BLANCHE WILLIAMS, B.Di., Kindergarten Director, Des Moines Schools, Granger, Iowa.
- 223. LOUISE WOLPERT (STOVER), A.B., Council, Idaho.

CLASS OF 1899

- 224. FRANK E. FIELD, A.B., Presbyterian Missionary, Boys' School, Shantung, China.
- 225. LEON L. HAMMITT, A.B., B.D., Pastor Methodist Episcopal Church, Wilmette, Illinois.
- 226. *GRACE HOLSTEAD, A.B.
- 227. CHARLES E. LOCKE, B.Di., Teacher of United States History, Civics, and Commerce, Polytechnic High School, Los Angeles, California.
- 228. ALBERT MATHERN, A.B., Brick and Tile Manufacturer, Traer, Iowa.
- 229. CLARENCE B. MERICLE, A.B., Real Estate, Blue Earth, Minnesota.

CLASS OF 1900

- 230. WILSON GRANT BEAR, B.S., M.D., Physician and Surgeon, Monroe, Wisconsin.
- 231. ERNEST ALLEN BENSON, A.B., B.S., Abstracter, Toledo, Iowa.
- 232. *NETTIE CUNNINGHAM, Ph.B.
- 233. WILLIAM JOHNSTON HARRISON, B.S., Naval Stores, Deer Park, Alabama.
- 234. LILLIAN BLANCHE HUTCHINSON (SOTH), A.B., Writer on the Flora of Pikes Peak Region, 1625 Hayes St., Colorado Springs, Colorado.
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Leander Clark College

Toledo, Iowa

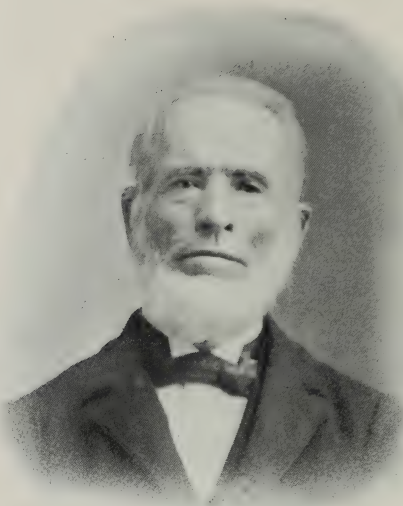


ANNUAL CATALOG

AND

ANNOUNCEMENTS

1915



THE REV. MORGAN SHORTRIDGE DRURY

(Born August 31, 1826; died November 2, 1902.)

Whose gifts to Western College, now Leander Clark College, aggregated nearly \$35,000, during a period of thirty years, between 1864 and 1894. During this time he was about twenty-five years a Trustee of the College and at different times he served as its Treasurer, Business Manager, and Soliciting Agent. His largest gift at any one time was \$10,000. The College never had a more loyal friend, nor a more ardent supporter through the days of its greatest financial struggles, than Mr. Drury. He can have no more enduring memorial than the causes to which he dedicated his life. The friends of the institution today cannot do better than to dedicate themselves anew to his causes for the service of God in the world.

TO THE
UNIVERSITY OF ILLINOIS
4 MAY 1915

ANNUAL CATALOG
OF
LEANDER CLARK
COLLEGE

FOR THE COLLEGE YEAR
1914-1915



TOLEDO, IOWA
PUBLISHED BY THE COLLEGE
1915

LEANDER CLARK COLLEGE BULLET

Entered in the Post Office at Toledo, Iowa, as Second-Class Mail Matter

Vol. X

Toledo, Iowa, April, 1915

No

CALENDAR 1915

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CALENDAR 1915-1916

May

1. Saturday—Senior Theses Due.
7. Thursday—President's Reception to Seniors.
9. Saturday—Submission of Subjects for Preliminary Oratorical Contest.

June

4. Friday, 8:00 p. m.—Scholarship and Preliminary Oratorical Contest.
5. Saturday, 8:00 p. m.—Graduating Exercises of the School of Oratory.
6. Sunday, 10:45 a. m.—Baccalaureate.
8:00 p. m.—Anniversary of Christian Associations.
7. Monday, 10:30 a. m.—Annual Meeting of Board of Trustees.
6:00 p. m.—Annual Banquets of Literary Societies.
8:00 p. m.—Anniversary of Literary Societies.
8. Tuesday, 2:00 p. m.—Class Day Exercises.
8:00 p. m.—Concert of College of Music.
9. Wednesday, 2:30 p. m.—Business Meeting of Alumni Association.
3:30 p. m.—Reunion of Alumni.
8:00 p. m.—Alumni Anniversary and Banquet.
0. 10:00 a. m.—Commencement Exercises.
2:30 p. m.—Annual Baseball Game, Varsity vs. Alumni.
8:00 p. m.—Class Play.

September

7. Tuesday—First Semester Opens for Registration.
8. Wednesday, 10:00 a. m.—First Chapel Assembly and Opening Address.
1. Saturday, 8:00 p. m.—General Reception to New Students.

October

2. Tuesday—Columbus Day.

November

1. Monday—Subjects of Senior Theses Submitted.
11. Thursday—First Preliminary College Debate.
- 25, 26. Thursday and Friday—Thanksgiving Recess.

December

16. Thursday, 8:00 p. m.—First Preliminary Academy Debate.
22. Wednesday, 4:00 p. m.—Holiday Vacation Begins.

1916**January**

3. Monday—Holiday Vacation Ends.
4. Tuesday, 7:30 a. m.—Instruction Begins.
- 27, 28. Thursday and Friday—First Semester Examinations.
31. Monday—Registration for Second Semester.

February

1. Tuesday, 7:30 a. m.—Instruction Begins.
12. Saturday—Lincoln's Birthday.
22. Tuesday—Washington's Birthday.
24. Thursday—Prohibition Oratorical Contest.

March

3. Friday—Inter-Academy Debate.
24. Friday, 4:00 p. m.—Spring Recess Begins.

April

3. Monday, 7:30 a. m.—Instruction Resumed.
7. Friday—Inter-Academy Debate.
13. Thursday—Annual Meeting of Forensic League.

May

30. Tuesday—Memorial Day.

June

8. Thursday—Commencement Week Begins.
11. Sunday—Baccalaureate Day.
12. Monday—Annual Meeting of Trustees.
15. Thursday—Commencement Day.

INCORPORATION

TRUSTEES OF THE COLLEGE

IOWA STATE CONFERENCE

Term
Expires

The Rev. George Miller, D. D., Des Moines, Iowa....	1915
The Rev. Wm. F. Cronk, D. D., Des Moines, Iowa...	1915
Mr. A. H. Shambaugh, Booneville, Iowa.....	1916
Mr. W. H. Trussell, Albia, Iowa.....	1916
Mr. C. A. Coon, Des Moines, Iowa.....	1917
Mr. D. W. Bovee, Waterloo, Iowa.....	1917

NORTHERN ILLINOIS CONFERENCE

Mr. D. C. Overholser, Coleta, Illinois.....	1915
W. O. Krohn, A. M., M. D., Chicago, Illinois.....	1916
Mr. Amos Hoak, Sterling, Illinois.....	1917

MINNESOTA CONFERENCE

The Rev. M. H. Frye, Viola, Minnesota.....	1915
Mr. M. H. Hall, Truman, Minnesota.....	1916
Mr. Isaac F. Sarff, Browerville, Minnesota.....	1917

WISCONSIN CONFERENCE

Mr. Tellus Truesdale, Richland Center, Wisconsin..	1915
The Rev. Geo. Bechtolt, Limeridge, Wisconsin.....	1916
The Rev. C. J. Roberts, Janesville, Wisconsin.....	1917

ALUMNI ASSOCIATION

Mr. J. J. Shambaugh, A. B., Miles City, Montana..	1915
Mr. A. C. Larsen, A. B., Madison, Wisconsin.....	1915
Mr. Jacob A. Shuey, M. S., Red Oak, Iowa.....	1916
Mr. C. W. Ennis, A. B., Toledo, Iowa.....	1916
Lewis Bookwalter, A. M., D. D., Kansas City, Kansas.	1917
Chas. W. Brewbaker, A. M., D. D., Dayton, Ohio..	1917

TRUSTEES AT LARGE

Dr. Fred D. Staves, Des Moines, Iowa.....	1915
Judge U. S. Guyer, B. S., Kansas City, Kansas.....	1916
The Hon. John Shambaugh, Booneville, Iowa.....	1917

Officers of the Board

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MR. G. H. STRUBLE, *Vice President*

PROF. ROSS MASTERS, PH. M., *Secretary*

MR. J. N. LICHTY, B. S., *Treasurer*

MR. E. A. BENSON, A. B., *Financial Secretary*

HON. H. J. STIGER, *Endowment Secretary*

DR. F. E. BROOKE, *Business Manager*

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DEAN H. W. WARD, A. M.

MR. C. W. ENNIS, A. B.

W. H. BATCHER, D. D. S.

MR. G. H. AUSTIN

THE HON. S. C. HUBER, A. M.

S. C. NELSON, A. B., *Sec'y*

Investment Committee

THE HON. JOHN SHAMBAUGH

MR. H. G. ROSS

*THE HON. W. F. JOHNSTON

MR. G. H. AUSTIN

*Died August 8, 1914.

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HENRY W. WARD, A. M.

Dean of the College

Professor of Jennie McIntyre Fletcher Chair of English

JOHN FRANK YOTHERS, A. M.

Professor of Mathematics

WILLIAM LESLIE VERRY, A. B.

Professor of Latin and Greek

ROSS MASTERS, PH. M.

Professor of Education

John Dodds Professor of Philosophy

LESLIE A. KENOYER, A. M.

Professor of Biology

M. ELIZABETH APPLETON, A. M.

Dean of Women

Secretary of the Faculty

Professor of Modern Languages

L. CURTIS GUISE, A. M.

Professor of History and Political Science

ELLIS I. FULMER, A. M.

Shambaugh Professor of Chemistry and Physics

ETHEL A. GROSE

Professor of Expression and Public Speaking

NELLIE VIDA CURREY

Professor of Domestic Science

ALBERT T. ARENDS, A. B.

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LAWRENCE R. MATHERS

Teacher of Vocal Music

MAUDE BRUSH

Assistant Instructor in Piano

SPENCER C. NELSON, A. B.

Principal of Business College

Secretary to the President

ROBERT E. GUTHRIE

Assistant in Business College

S. C. NELSON

Instructor in Shorthand and Typewriting

MABEL DAWSON

Instructor in Art and Public School Drawing

MARIE COYLE

Assistant Instructor in Chemistry

J. F. YOTHERS, A. M.

Registrar

WM. L. VERRY, A. B.

Librarian

LESLIE A. KENOYER, A. M.

Curator of the Museum

SPENCER C. NELSON

Director of Athletics and Athletic Coach

DAVID D. BRADY

Custodian of Buildings and Grounds

MRS. OLIVE M. McDONALD

Matron of Beatty Hall

MRS. D. D. BRADY

Manager of Boarding Department

A. A. PACE, M. D.

Medical Examiner

STANDING COMMITTEES OF THE FACULTY FOR 1915-1916

CURRICULUM AND CLASSIFICATION

Dean Ward, Professors Kenoyer, Masters

LIBRARY

President Drury, Professors Verry, Yothers, Grose

SOCIAL LIFE AND CONDUCT

Professors Appleton, Nelson, Masters, Currey

DISCIPLINE

Dean Ward, Professors Masters, Yothers, Guise

ENTERTAINMENTS

Professors Yothers, Guise, Appleton

FORENSICS

Dean Ward, Professors Grose, Masters, Kenoyer

THESES AND LITERARY CONTESTS

Professors Guise, Kenoyer, Dean Ward

COLLEGE ORGANIZATIONS

Professors Yothers, Appleton, Verry

CAMPUS IMPROVEMENT

Professors Fulmer, Kenoyer, Nelson, Currey

ATHLETICS

President Drury, Professors Verry, Fulmer, Nelson, Dean Ward

PUBLICITY

Professors Masters, Grose, Nelson

RULES AND REGULATIONS

Dean Ward, Professors Appleton, Yothers, Masters

MUSEUM

Professors Kenoyer, Fulmer, Guise

APPOINTMENTS

Professors Masters, Yothers, Dean Ward

STUDENT STANDING

Professors Guise, Yothers, Masters

LEANDER CLARK COLLEGE

HISTORICAL STATEMENT

In August, 1855, a small company of pioneer minister of the Church of the United Brethren in Christ, at a conference held in Muscatine, decided to establish a college within the then new State of Iowa. The motive prompting this action was primarily the desire to provide for the education of young men for the ministry of the Church. A Board of Trustees was chosen and given full power to act. In choosing a location for the proposed college the board took into consideration conditions favorable to the moral, intellectual and physical welfare of students.

A beautiful site was selected in the extreme southern part of Linn County, on the open prairie, which presented a stronger claim than any other. In this community there were public spirited citizens, devoted members of the Church, friends of education, who subscribed generous sums in cash, and in addition offered large gifts in land for a site and for the maintenance of the institution.

The first college building, a three-story brick structure, was erected during the summer of 1856. It was situated on the most commanding part of a charming campus of seventeen acres. The school thus founded and located was appropriately christened "Western College," because it was then the farthest west of the schools of the denomination under whose auspices it was established. The same name was given the town that was built up on all sides of the College.

Western College opened its doors in January, 1857. At this time thirty-eight students were enrolled. The faculty consisted of four members, the Rev. Solomon Weaver, president; S. S. Dillman, M. A., J. C. Shrader, and Mrs. S. S. Dillman, teachers.

The first years of the college were naturally a period of severe struggles, though of worthy achievements. The lack of endowment, and of regular and adequate channels of sup-

port were a serious hindrance to permanent progress. With these limitations the student body and faculty grew very slowly. Besides, there were other barriers to rapid development.

For five years during the early period of its history the college owned and operated a large farm. This, with some other industries, was made the basis of an industrial system chiefly carried on by student labor. The experiment, however, proved impractical, and was soon abandoned.

This period of beginnings and special testing embraced the entire period of the Civil War, which took from the college nearly all the men capable of military service of both the students and faculty. This condition, while evidencing a praiseworthy patriotism, brought on such a lessened patronage and financial support as greatly to discourage the constituency of the school. With the results of the war there came new economic conditions threatening the life of the country college. However, a feeling of assurance was revived, and for a time increased prosperity came to the institution. Its patronizing territory was enlarged, its student attendance had an encouraging growth and its financial resources were substantially improved.

But, after some years, and with varying fortunes, the trustees of the college, with other leading friends of the institution, became convinced that a change of location was necessary if the school were to grow and reach an equipment and standard equal to modern demands. Early in 1881 definite steps were, therefore, taken looking to removal. Eligible sites in different cities were considered. At this time the citizens of Toledo, Iowa, offered to give \$20,000 to secure the location of the college. This proposition was accepted and in the following September the school was removed to Toledo and its work opened in temporary buildings. The next year a large and modern building was erected for purposes of instruction, with business office, chapel, library and museum, attractively situated in a campus of ten acres, in the south part of the city. With the completion of this structure the college entered upon a new era of growth and influence. Under the wise and progressive leadership of its new president, William Miller Beardshear, a period of rapid development followed.

This expansion steadily increased until, on Christmas night, 1889, this main building of the college, with all its contents, except the library, was destroyed by fire. This was a severe stroke to the school, but its friends were not dismayed. The fire had scarcely ceased until the citizens of the town, with other loyal friends of the institution, joined with the trustees in determined plans and efforts for rebuilding. The heavy expense of rebuilding, increased by annual deficits and accumulating interest, and aggravated by the widespread financial panic of 1893, had, by the year following, resulted in a burdensome debt of \$85,000.

At this critical period the Rev. Lewis Bookwalter, D. D., an alumnus, was called to the presidency of the college. His administration was characterized by wise planning and courageous leadership, and by January, 1902, the entire debt had been provided for. The standard of the school had been materially raised, and the faculty and student body increased. These large achievements, while most gratifying, were regarded as only opening the way for still larger undertakings—the securing of adequate equipment and endowment.

It was at this time that Major Leander Clark, a leading business man, of Toledo, Iowa, came forward with an offer of \$50,000 toward such endowment, provided the college would secure an additional \$100,000 in cash by January 1, 1906. While this proposition was regarded as most generous, and while it awakened great interest and hope, yet, because of the severe strain of the debt-paying campaign which had just been completed, Mr. Clark's proposition seemed almost impossible of realization. However, there were friends who felt that the end sought was so great and worthy as to compel the effort to reach it. A definite campaign of solicitation was planned and organized and for a time earnestly worked, but the results, while having substantial value, consisted chiefly in preparing the way for the large gifts which were to come later. But before these came, President Bookwalter, having received a call to another field, resigned, in the autumn of 1904, and for some months little was done in aggressive solicitation.

In February, 1905, a new president having been elected, the Rev. Cyrus J. Kephart, D. D., the endowment canvass

was renewed with fresh earnestness. Within a short time there came a cheering message from Mr. Andrew Carnegie, the well-known philanthropist, offering to contribute \$50,000 of the required \$100,000 necessary to meet the terms of Mr. Clark's proposition. This offer, largely the result of influences previously set in motion, was enough to inspire the friends and patrons of the college to a heroic effort to raise the final \$50,000. This end was accomplished by the specified date, January 1, 1906, when the glad announcement was made that the college now had a cash endowment of \$150,000.

The Board of Trustees was immediately called together and on January 23d, following, the name of the college was changed to Leander Clark College, and the old name, "Western," so dear to the alumni and former students, and to a multitude of devoted friends, became a memory, though one that will long be tenderly cherished.

The semi-centennial of the college was fittingly celebrated in June, 1906, in connection with the annual commencement of that year. Men of eminence in Church and State joined with the alumni and students, new and old, in making the occasion a notable climax of fifty years of educational endeavor.

The years since have been full of actual achievement, and fuller still of promise. There have been gratifying advances in many ways, in improved buildings, in increasing the laboratory and other equipment, the size and quality of the library, in adding to the number and strength of the faculty, and in enlarging the student attendance. The endowment has also been extended, and the day of still larger and better things for the college never seemed so near as at the present. With the continued loyalty and liberal support of its friends Leander Clark College is destined steadily to grow in its power and value as an agency in the promotion of Christian education. This is the end for which it was founded and for which it is maintained. It stands for the culture of body, mind and heart. It is a life-maker, a character builder.

GENERAL INFORMATION

LOCATION AND SURROUNDINGS

Leander Clark College is located in Toledo, the county-seat of Tama County, Iowa, near the geographical center of the State. It is on the Chicago & North Western Railway, and besides is the northern terminus of the Toledo and Tama Electric line, operated by the Iowa Railway and Light Company, and thus has excellent transportation facilities. The city is beautifully situated in the very heart of one of Iowa's best agricultural sections. Its corporation line on the south joins that of the city of Tama, the combined population of the two cities being nearly five thousand. Toledo is noted for the intelligence and morality of its people, for its general healthfulness and freedom from malarial diseases, for its high-class business houses, fine residences, modern churches and other public buildings. The city is provided with well-equipped water works, electricity for light and power, and a complete system of sanitary sewerage, and with paved streets in its business section. The water supply is unsurpassed for abundance and purity. The municipal government is wholesome and progressive, and with no saloons or other places of evil resort, it is, indeed, an ideal place for an educational institution, one to which parents may justly feel safe in sending their children. The high moral tone, the superior material conditions, and the beauty of its well shaded streets, with the charming landscape on every side, unite to make it a most desirable place to live and study.

GROUND AND BUILDINGS

The college grounds are delightfully situated in the southern part of the city and within a few minutes' walk from the business center. They include a campus of fourteen acres, well set with a pleasing variety of shade and ornamental trees, four acres of which comprise a native oak grove. Three

college buildings, together with the Athletic Field, are on the campus. Adjoining on the south the college also owns eight acres of land available for uses as future needs may require.

The several buildings of the college are well suited to their respective purposes and may be listed as follows:

THE ADMINISTRATION BUILDING is a large brick structure, with four stories including the basement, well located, heated with hot water, with seven large recitation rooms, three laboratories, domestic science and commercial and type-writing rooms, library, museum, chapel, Christian Association room, offices, four large and elegantly furnished literary society halls, and other rooms, making in all twenty-six rooms. This building is stately and commanding in appearance.

THE MARY BEATTY HALL, a dormitory for girls, is a three-story brick building, steam heated, and located near the main building. It offers a pleasant and comfortable home with commodious and well furnished rooms, for about twenty-five young women. There are besides a reception room and parlor, living rooms for the superintendent and family, kitchen and dining room, all under good supervision and management.

THE GYMNASIUM, located on the north side of the campus, is a frame structure forty-two by eighty-four feet in size, well lighted, with an ample court for indoor games, and seats for the accommodation of three hundred spectators. It is well adapted to the physical training of the men and women of the institution.

THE BRIGHT CONSERVATORY OF MUSIC, including Philips Music Hall, is located in the central part of the city. It has rooms for music teaching and practice equipped with pianos, and a suitable hall for recitals, lectures and entertainments.

THE PRESIDENT'S HOUSE, located near the northwest corner of the campus, on College Avenue, the gift of the late Rev. M. S. Drury, is a modern, well-equipped home occupied by the president of the college.

THE UNITED BROTHERS CHURCH, located on the corner of High Street and College Avenue, while not the property of the College, is a building of splendid architectural design,

thoroughly modern in its construction and appointments and is admirably suited to meet the demands of present day Christian work. It has an auditorium, which, with gallery and adjoining rooms, has a seating capacity of eight hundred, which is available for commencement exercises and other large college functions. The pipe organ of the church is used in giving lessons to students in the Conservatory of Music.

RELIGIOUS AIMS AND HELPS

Leander Clark College aims to afford to all its students, young men and young women alike, a liberal education in the arts, sciences and philosophy, under positively good social, moral and religious surroundings and influences. While its courses of study are planned to promote an all-around and thorough scholarship, it seeks through its methods of instruction to inculcate high Christian principles and to develop genuine Christian character and worth. To this end, self-control, self-reliance and mental strength and alertness are given distinct encouragement. The purpose of the founders to make the college a center of an earnest religious life, has never been lost sight of. On all school days, from ten to twenty-five a. m., devotional exercises are held in the college chapel, all students being required to attend unless excused for very special reasons. On these occasions almost daily instructive and inspirational addresses are given by the faculty and others. Thus the motives and habits of an earnest Christian life are given due recognition and emphasis. To secure these results the Bible is given a place in the various courses of study. Besides, special Bible classes are conducted under capable leadership. Thus the broadest culture of mind is secured within a wholesome religious atmosphere.

The city of Toledo has four churches, all well equipped with the facilities of helpful Christian worship and training. These have the usual agencies for valuable instruction and exercise in the development of the spiritual and social life, preaching, Bible and mission study, young people's society work, and meetings for prayer and personal consecration. Every student is expected to select one of these churches as

his church home while he is in school and make it his place of religious worship and work. Regularity in attendance upon the public worship in the churches, at least once each Sunday, is required.

The Young Men's Christian Association and the Young Women's Christian Association hold weekly devotional meetings, open to all students. They conduct Bible and Mission Study classes and have representation in Association conventions and summer conferences, thus keeping their members in close touch with the great forward movements of Christian enterprise and endeavor. These associations include a large proportion of the students in their membership and are a very important factor in the religious life of the institution.

THE LIBRARY

The library of the college is located in the large, well-lighted southwest room on the second floor of the Administration Building. It contains nearly eight thousand volumes, comprising encyclopedias, dictionaries, collections of the world's best literature, together with books of science, history, biography, philosophy, theology, poetry and standard fiction.

Recent additions to the library include chiefly two double-faced, steel book stacks, each eight feet high and twelve feet long. They were memorial gifts. One is in memory of the late Dr. William Miller Beardshear, president of the college from 1881 to 1889, and is a contribution in appreciation of his noble character and eminent services as an educator from warm personal friends and former students. The other is the gift of Mrs. Jane McIntyre, of Gladbrook, Iowa, in memory of her son-in-law, Mr. Joseph Fletcher, late of Ashton, Under Lyne, England. Such gifts are appreciated, not only for the friendship prompting them, but for their artistic value and usefulness.

The library, which is also the reading room of the college, is well supplied with weekly periodicals, including some of the best newspapers, leading magazines and reviews, together with many important publications for the use of the several departments of instruction, and also numerous college

papers and bulletins. The weekly Congressional Record and other State and National documents, likewise enrich the reading room tables.

Friends of the college desiring to contribute funds for the enlargement of the library, or who have valuable books or sets of books, they would like to present to the institution are kindly asked to make their desires known to the Library Committee.

DEPARTMENTS

COLLEGE OF LIBERAL ARTS

This department maintains standard courses requiring four years for their completion, and leading to the degrees of Bachelor of Arts and Bachelor of Science. Any student receiving either of these degrees is prepared for admission to the senior year, or for graduate work in Yale University, the University of Chicago, or other institutions of similar grade. If students, during their course in this department, have elected in the Department of Education the required amount of professional work, they are entitled to first grade State teachers' certificates, good for five years.

DOMESTIC SCIENCE

This department offers a two-year course in Foods and Textiles, with related subjects in science. A longer course requiring four years in science is urgently recommended to all students taking this work.

THE ACADEMY

The Academy maintains a full four-years' course equivalent to that given in the standard high schools of the State. The successful completion of this course fits the student to enter the freshman class in the College of Liberal Arts.

TEACHERS' COURSE

In connection with the Academy provision is made for a Teachers' Course offering the requisite advantages to fit one for the examination required for any grade of Iowa county teacher's certificate.

COLLEGE OF MUSIC

This institution provides standard courses in piano, voice, violin, pipe organ, harmony and history of music, leading to appropriate certificates and diplomas.

BUSINESS COLLEGE

This college offers the various business courses, including bookkeeping and other commercial branches, shorthand, type-writing and the different related subjects.

SCHOOL OF EXPRESSION

In this are provided the usual courses in elocution, oratory and public speaking, of special interest to readers, debaters and others desiring to acquire facility and force of expression on the platform.

SCHOOL OF ART

In this department are offered courses in freehand drawing, public school drawing, china painting, water color, and oil painting.

ATHLETICS

This department provides for proper physical culture and wholesome sports and games, and for such other exercises in recreation as are essential to good health and to intellectual vigor and growth. All athletic affairs of the college are controlled by the Athletic Committee, composed of the Dean of the college, as chairman, the Physical Director, two other members from the college faculty, and two alumni members. This committee shall determine general policies, manage athletic business, and have the direction of all athletic schedules and games. The official correspondence of the department shall be conducted by the secretary of this committee.

The gymnasium, having basket ball, indoor baseball, tennis and hand ball courts, shall also be used for a training court for baseball and football.

The athletic grounds embracing five acres and furnishing a baseball diamond, a football field, tennis courts, a one-fifth mile running track, and an outside basket ball court, are ample for general athletic purposes. By careful re-working

from season to season the grounds are kept in good condition for all games and other physical training events.

All home games are played on the college grounds, which are practically enclosed by the buildings and an eight-foot canvas fence through the gates of which spectators are admitted.

Football in the fall, basket ball and indoor baseball in the winter, track athletics and baseball in the spring, are the sports which chiefly enlist student interest and call for the most scientific training. For those who do not care for these, or who are not physically strong enough to participate in them, other exercises or classes in floor athletics are provided. Tennis receives much attention and is a popular game.

The different sports in their respective seasons are managed so that all students may have a share in them by having inter-class and department games, aside from the intercollegiate games. In this way eligible material is developed for future teams.

LECTURES AND ADDRESSES

Numerous informal addresses by local ministers, members of the faculty, and visitors are delivered each year at the chapel hour in the Assembly Hall. These usually have direct practical aims relating to character and conduct. A number of notable speakers have honored the College with their presence and encouraging messages the past year.

The address at the opening of the first semester was given by an honored alumnus of the College, James C. Sanders, now warden of the State Reformatory, at Fort Madison, and a recognized expert in dealing with criminal classes. The second semester opened with a timely address on "Business," by the Rev. W. L. Alexander, D. D., pastor of the Toledo Methodist Church. February 22d, Washington's birthday, was observed in a fitting manner, two addresses being given, one patriotic, by the Rev. Theodore Jorgensen, and the other by Mrs. Lillian Blanche Hutchinson Soth, on the flora of Pike's Peak. Both speakers are members of the class of 1900. Other speakers were Dr. Wm. E. Schell, secretary of

e United Brethren Board of Education, and Bishop H. H. out, D. D., both eminent church leaders. March 4th, Dr. ook, the famous arctic explorer, visited the chapel and gave most fascinating address on his experiences and observations, vering a period of twenty years, in the far North. Such eakers are an inspiration to both students and faculty, and ey are always accorded a royal welcome.

STUDENT ORGANIZATIONS

LITERARY SOCIETIES

There are four literary societies in the College—two for omen, the Calliopean and Young Ladies' Athenæum, and vo for men, the Young Men's Institute and the Philophro- ean. The societies hold weekly meetings in their modern nd well-furnished halls, and afford excellent opportunities or improvement in oratory, debate and parliamentary prac- ce. All students are eligible to membership in them, and ey are earnestly advised to avail themselves of their advan- ges.

CHRISTIAN ASSOCIATIONS

The Y. M. C. A. and Y. W. C. A. are strong, active or- ganizations. They aid in the receptions given to new students t the opening of each semester, hold weekly meetings for ible study and devotional exercises, and in other ways they reatly assist in promoting a wholesome Christian atmosphere n and about the college.

STUDENT VOLUNTEER BAND

This organization is composed of young men and women who have volunteered to enter some field of missionary ac- tivity as soon as the way may open for them to do so. It is most effective agency for promoting missionary intelligence nd stimulating the true missionary motive.

FORENSIC LEAGUE

This organization has charge of all matters relating to ntercollegiate oratory and debate. The league has mem- bership in the State Oratorical Association, and of the Inter-

collegiate Prohibition League; arranges for intercollegiate debates, and also provides for one or more interacademy debates annually.

INTERCOLLEGIATE PROHIBITION LEAGUE

This organization exercises a wholesome influence in the college in favor of aggressive temperance work. An oratorical contest is held each year under the auspices of the league and the winner in this contest represents the college in the intercollegiate contest. The benefits and honors won in this field of forensics are well worth all they cost in time and effort.

COLLEGE PUBLICATIONS

There are three periodicals issued by the college: *The Bulletin*, published by the college; *The Leander Clark Record*, and *The Cardinal*, published by the students.

The Bulletin is issued quarterly and is the chief medium of communication between the college and its constituency. The April number constituting the Annual Catalogue.

The Leander Clark Record is a large four-page weekly devoted to college news and is edited and managed by a strong student staff. The paper in both journalistic qualities and mechanical make-up, is highly creditable to the school.

The Cardinal is edited and published by the Junior Class each year. It is a most attractive volume of nearly 200 pages, printed on the very best of paper, handsomely illustrated, and is splendidly bound and lettered in gold, the very acme of the printer's and bookmaker's art. The purpose of this annual is to give a resume of the doings of the entire institution for the year. Wit, humor, history, prophecy, song, and story, beautifully illustrated throughout, unite to make *The Cardinal* the brightest and most sought after publication sent out from the college.

PUBLICITY COMMITTEE

In addition to the several publications whose object is the dissemination of information, the college has a Publicity Committee, composed of five members, one from the faculty and one from each of the four literary societies, whose special duty it is to gather the news of events taking place in the college community for the leading dailies and weeklies of the state. The news of these social and other happenings related to the college life not only has interest to the people directly concerned, but as well to that larger circle of interested friends, the church and general public, on whose continued patronage and good will the college must always be dependent for its real success and growth. This plan has proved eminently satisfactory and shows the wisdom of the principle on which it is based, namely that the best things in the world need publicity and advertising. The way to reach the public, to bring new friends and supporters to the college, is to make its work as widely known and understood as possible.

DEGREES

The degrees conferred by the trustees, on recommendation of the faculty, are Bachelor of Arts, Bachelor of Science, and Master of Arts. The degree of Bachelor of Arts will be conferred on accepted candidates who shall have pursued successfully, the full preparatory and college courses in general letters, and the degree of Bachelor of Science upon accepted candidates who shall have pursued successfully the full preparatory and college courses in which the major work has been in science. Each candidate for the Bachelor's degree shall be required to submit to the Thesis Committee by November 1st of the year in which he seeks graduation, a subject for a final thesis, with outline of proposed treatment. After approval of subject and outline, the candidate must write a thesis of not less than three thousand words on the subject chosen, and submit the same in typewritten form by May 1st following. The fee for each of these baccalaureate degrees is \$5.00.

The degree of Master of Arts will be conferred on accepted candidates, who, having received the Bachelor's degree from this or some other college in good standing, shall successfully complete in residence, and under the direction of the faculty, advanced courses of liberal study equal in amount to the work of one collegiate year, together with the presentation of an approved thesis. The tuition fee for this work is the same as that for undergraduate work.

STUDENTS' HOMES

Students of the college have large liberty in the selection of their rooming and boarding places. Beatty Hall provides excellent accommodations for young ladies. The rooms are twelve and one-half by fifteen feet, and each one is furnished with floor covering, bedstead, springs, mattress, comforts, pillows, commode, toilet set, chairs, table, electric light and steam heat. Students furnish their own sheets, pillow-cases, bedspreads, and towels. A bath room is conveniently situated on the second floor of the building.

Beatty Hall, besides furnishing board for its occupants, furnishes board for both young men and young women who have rooms in private homes. Students can easily secure rooms and boarding with private families at reasonable rates. It is understood that householders who receive students into their homes will co-operate with the faculty in maintaining standards of proper conduct. Men and women are not to be received as roomers in the same house. Where young women are received, a general reception room, under the supervision of the householder, must be provided. Young women are not to entertain gentlemen callers later than ten o'clock, and not oftener than twice a week. The object of these regulations is that all students may have suitable rooms with such safeguards as to social relations as will be conducive to moral safety and the best student life.

DEAN OF WOMEN

The young women of all the departments of the institution are under the general supervision of the Dean of Women. They will be expected to consult with her concerning their problems, personal and social, and avail themselves of her experience and counsel on all matters of character and conduct, concerning which they may be in doubt.

GOVERNMENT

The rules governing the conduct of students are few and simple. They are only such as everywhere are regarded conducive to that sense of responsibility for good order which characterizes ladies and gentlemen. The aim in the administration of the college shall be to promote the training of students in self-government, a result of great value in all true education. High ideals of life, of courtesy, and of honor will be emphasized and encouraged. However, it may be said that these principles definitely require: first, studiousness; second, promptness and regularity at chapel and recitations; third, attendance at public worship at least once each Sunday; fourth, abstinence from the use of tobacco in any form, and from profane and unbecoming language and conduct about the buildings and grounds. Whenever these ends fail of accomplishment, and any student persistently shows a lack of appreciation of the privileges offered him, such discipline will be administered as it is thought the welfare of the institution and of the student demands.

It should be noted, too, that persistent idleness will as certainly call for discipline as a breach of college good order. To permit one to waste his time and money while nominally a student, would be as unjust to him as it would be injurious to the college community. Any student thus offending will be considered as having resigned his relations in the college, and his parents or guardian will be requested to have him withdraw from the institution. This shall be further understood as meaning that any student who fails to make at least ten hours' credit during any semester will not be permitted to re-register without the special permission of the faculty.

ATTENDANCE

Students must be in attendance at all recitations in the course for which they are enrolled.

Each unexcused absence will deduct two per cent. from the term grade for the course. Full credit for the course can not be allowed if the student is absent for any cause from more than one-ninth of the recitations in the semester. Recitations missed by late registration will count the same as absences.

AMOUNT OF WORK

Sixteen hours of recitation a week are regarded as full work. In the adjustment of courses with odd hours a maximum of eighteen hours may be allowed. A student seeking to carry more than sixteen hours—eighteen in the special case cited above—must show credits for the previous semester of 85 per cent. in all subjects, must make 80 per cent. in all subjects for the current semester, and must also pay an extra tuition fee of \$1.50 for each semester hour so carried.

STUDENTS' COUNCIL

A Students' Council, composed of four members, to be elected at the opening of each college year, from the four college classes, shall constitute a special committee to consult with the president of the college, and to advise with him concerning any matters which they may deem important to the welfare of the college, and which may relate to student life and affairs. This council will act with the president when necessary in investigating violations of the rules of college good order, and may recommend to the faculty from time to time such action as they regard best suited to conserve the interests of the institution and the student body. The aim of this provision is to encourage so far as possible student responsibility in the administration of college government, and to do this through mutual confidence and co-operation.

DISMISSALS

Honorable dismissals from the college will be granted only by a vote of the faculty. Any student who leaves the college before the final closing of any semester without permission

will not be regarded as having honorably completed his work and to be entitled to regular dismissal.

PRIZES AND SCHOLARSHIPS

1. *The Armstrong Cup.* This prize, given for the best effort in oratory, was provided by Mr. S. G. Armstrong, of Cedar Rapids, Iowa. Each year the winner of the home contest preliminary to the State Oratorical Contest, is to have his name engraved upon the cup, the cup to be held by the college and exhibited as a roll of honor.

2. *Trustees' Scholarship in Oratory.* These prizes, also given for the best work in oratory, are granted by the trustees of the college. The winner of the contest preliminary to the State Contest is awarded one year's free tuition in the college. The winner in the Commencement Contest is awarded free tuition for one semester, and the winner of the second place, free tuition for one-half semester.

3. *The Martin and Mary J. Wheaton Scholarships.* These prizes were established by Martin and Mary J. Wheaton, brother and sister, for many years residents of Colorado. Having no immediate heirs, they left their entire estate to charitable institutions. By the terms of their joint will, Leander Clark College was made a residuary legatee. The executor of the will thereupon turned over to the College little more than \$4,000. This bequest was to be added to the permanent endowment fund, and become the foundation for two perpetual scholarships to bear the names of the donors. The names of the scholarships and of the beneficiaries are to be printed in each annual catalogue for all time. The faculty of the College of Liberal Arts will nominate the candidates and the Executive Committee will award the scholarships annually.

4. *Jesse H. Gray Scholarship.* This is a scholarship provided by a fund of one thousand dollars, the gift of the class of 1912, as a memorial to their classmate, Jesse H. Gray, who died in his senior year. The class reserves the right to name the beneficiary from year to year so long as it cares to do so.

5. *Nellie C. Robertson Scholarship.* This is a scholarship of one thousand dollars established in 1912 by Mrs. Nellie C. Robertson, of Forreston, Illinois. During her lifetime she will nominate the candidate to receive the benefit of her gift.

6. *Scholarship for Honor High School Graduates.* In harmony with the united action of the Association of the Independent Colleges of Iowa, on the presentation of the following certificate, duly signed by the superintendent of an accredited High School in the State, the holder will be given free tuition for one year:

FIRST HONOR SCHOLARSHIP

This is to Certify, That
 having attained the Highest Rank in Scholarship in
 High School, for the year 19.
 is entitled to free tuition for one year in the Liberal Arts
 Department in any one of the following colleges of the State
 of Iowa, viz:

Buena Vista College, Storm Lake	Iowa Wesleyan College,
Central College, Pella	Mt. Pleasant
Coe College, Cedar Rapids	Leander Clark College, Toledo
Cornell College, Mount Vernon	Lenox College, Hopkinton
Des Moines College, Des Moines	Luther College, Decorah
Drake University, Des Moines	Morningside College, Sioux City
Dubuque College, Dubuque	Parsons College, Fairfield
Ellsworth College, Iowa Falls	Penn College, Oskaloosa
Grinnell College, Grinnell	Simpson College, Indianola
Highland Park College,	Upper Iowa University, Fayette
Des Moines	

Signed
Superintendent

Presentation of this certificate, duly signed, will be accepted by the institution to which it is presented in payment of tuition for one regular college year of thirty-six consecutive weeks.

EXPENSES

BOARD AND ROOMS

Board without room is furnished in families at \$3:00 to \$3.75 per week. Furnished rooms may be obtained at \$1.00 to \$1.75 per week for each occupant. Room and board in families can be had at \$3.50 to \$4.50 per week.

MARY BEATTY HALL

The Mary Beatty Hall furnishes rooms and board at the following rates: Room, two occupants, \$1.00 a week each; electric light, 50 cents a month for each room; board, \$3.00 a week.

TUITION

Tuition in the college is \$40.00 a year, payable in two installments of \$20.00 each, one at the beginning of each semester. Tuition in the Academy is \$36.00 a year, payable in two installments of \$18.00 each, one at the beginning of each semester.

The sons and daughters of ministers in actual service in the Church are admitted on half tuition, but are expected to pay full fees.

Information as to tuition in the College of Music, Business College, School of Oratory, and School of Art, will be found under the heads of those departments.

SEMESTER FEES

An athletic fee of \$1.50 a semester is charged to all the students in the College of Liberal Arts, the Academy, and the Business College. This fee admits to gymnasium privileges, and to intercollegiate contests. Other students may avail themselves of these privileges by the payment of the fee.

A forensic fee of 50 cents each semester is charged all students. This admits students to all oratorical and debating contests.

A library fee of 40 cents each semester is charged all students.

A medical examination fee of 50 cents a semester is charged all students. This fee secures once each semester

competent medical examination and advice at a merely nominal cost.

Laboratory fees are as follows: Chemistry, first year \$5.00 each semester; second year, \$5.00 each semester. Physics, \$2.00 each semester. Botany and Zoology, \$2.00 for each course.

APPOINTMENT COMMITTEE

The Appointment Committee is composed of three members of the college faculty. Its purpose is to help the graduates of the institution to find positions as teachers and to aid superintendents of schools and boards of education in securing suitable instructors. The services of the committee are gratuitous. Correspondence is solicited from alumni who are seeking positions, and from school officers in need of teachers. Address all correspondence to Secretary of Appointment Committee, Toledo, Iowa.

INDUSTRIAL OPPORTUNITIES

Young men and young women of limited means, who desire to attend college, and who are willing to work for their board, or a part of it, or who would like other employment to enable them to meet their expenses, should write the president of the college for information as to opportunities for self-help. Many young people who are in earnest to win an education are able to earn enough while going to school to meet a large part, if not all, of their expenses. However, it should be said that students who are under the necessity of earning, during the college year, any considerable part of their expenses should expect to take a longer time in fulfilling the requirements for a degree than they would otherwise need. The doing of outside work for self-support, while it is to be commended, receives no consideration in maintaining standards of college work and of graduation.

ALUMNI ASSOCIATIONS

COLLEGE OF LIBERAL ARTS

The Alumni Association is composed of all graduates from the College of Liberal Arts. Its present membership is about four hundred. The purpose of this organization, as stated in the constitution, is "the cultivation and perpetuation of feelings of attachment and unity among its members, and of interest in their alma mater, as well as the transaction of the proper business of the association." The annual business meeting occurs on the day preceding the commencement of each year, and is followed by the anniversary and banquet in the evening. As the years pass the alumnæ and the alumni are proving increasingly helpful to the work of the college. The association has six representatives on the board of trustees of the institution.

COLLEGE OF MUSIC

The Alumni Association of the College of Music is composed of all the graduates of this department of the college. Its purpose is to promote and perpetuate friendship among its members and to stimulate interest and efficiency in music as a branch of higher education.

THE DEPARTMENTS

The College of Liberal Arts.

The Academy.

The Department of Domestic Science.

The College of Music.

The Business College.

The School of Oratory.

The School of Art.

The Department of Physical Training.

COLLEGE OF LIBERAL ARTS

FACULTY

MARION RICHARDSON DRURY, A. M., D. D.
President

HENRY WINFIELD WARD, A. M.
Dean

Professor Jennie McIntyre Fletcher Chair of English

JOHN FRANK YOTHERS, A. M.
Professor of Mathematics

WILLIAM LESLIE VERRY, A. B.
Professor of Greek and Latin

ROSS MASTERS, PH. M.
Professor of Education

LESLIE A. KENOYER, A. M.
Professor of Biology

M. ELIZABETH APPLETON, A. M.
Professor of Modern Languages

L. CURTIS GUISE, A. M.
Professor of History and Political Science

ELLIS I. FULMER, A. M.
Shambaugh Professor of Chemistry and Physics

NELLIE VIDA CURREY
Professor of Domestic Science

THE COLLEGE OF LIBERAL ARTS

TUITION

For each semester, \$20.00.

TERMS OF ADMISSION

All candidates for admission are expected to present testimonials of good moral character; if from another college, certificates of honorable dismissal, signed by the presiding officer, are required.

Graduates of approved high schools and academies are admitted to the Freshman class without examination on presentation of diploma or certificate of work done. Other students are admitted on passing a satisfactory examination in the studies named below, or on completion of our own Academy course. Real equivalents for the studies required may be accepted at the discretion of the faculty.

Blank forms of application for admission may be secured from the President or Registrar. These should be filled out and returned at least ten days before the opening of the college year.

ENTRANCE REQUIREMENTS

Candidates for unconditional entrance to the Freshman class will present thirty acceptable semester credits selected from the subjects given below. For all courses, however, there is a minimum requirement of six semesters of English, five in Mathematics, four in History, and four in foreign language. The remaining eleven credits may be chosen from subjects in the following list. The candidate, however, will find his progress in any course greatly facilitated by presenting among his entrance subjects, in addition to those named above, at least two credits of Science, preferably Physics.

MINIMUM REQUIREMENTS

English, six credits.

Mathematics, five credits.

History, including Civics and Economics, four credits.

Foreign Language, four credits.

POSSIBLE ELECTIVES

English, two credits.

Mathematics, two credits.

Foreign Languages, twelve credits.

History, five credits.

Science, ten credits.

Commercial Subjects, six credits.

Manual Training and Domestic Science, six credits.

Pedagogy, two credits.

1. English (eight credits).

The eight credits in English should include:

1. English Grammar, Word Study, and History of the English Language.

2. Composition and Rhetoric. This requirement presupposes that the student has had constant practice in writing and is able to compose with facility and correctness. The study of some such text as Gardiner, Kittredge, and Arnold's Composition and Rhetoric, or Scott and Denny's Composition Rhetoric, should form part of the preparation for this requirement.

3. English Classics. The "uniform entrance requirements" in English will furnish a fair idea of the preparation that should be made in English Classics.

4. English and American Literature. It is recommended that the History of Literature be taken up during the third and fourth years of the high school. Long's English Literature and Abernethy's American Literature will be found serviceable texts in these subjects.

2. Latin (eight credits).**I. AMOUNT AND RANGE OF THE READING REQUIRED.**

1. The Latin reading required of candidates for admission to the college, without regard to the prescription of

particular authors and works, shall be not less *in amount* than Cæsar, Gallic War, I.-IV.; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil Aeneid, I.-IV.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and De Senectute) and Sallust (Catiline and Jugurthine War); Vergil (Bucolics, Georgics, Aeneid) and Ovid (Metamorphoses, Fasti, and Tristia).

II. SUBJECTS AND SCOPE OF THE EXAMINATION.

1. *Translation at Sight.* Candidates will be examined in translation at sight of both prose and verse. - The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, orations, for the Manilian Law and for Archias, and Vergil, Aeneid I., II., and either IV. or VI., at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

3. Mathematics (seven credits).

1. Algebra, through quadratics. Three credits.
2. Plane Geometry. Two credits.

3. Solid Geometry. One credit.
4. Advanced Algebra, or Advanced Arithmetic. One credit.

4. History (nine credits).

1. Ancient History. Two credits.
2. Mediæval and Modern History. Two credits.
3. History of England. Two credits.
4. United States History (after ancient history). One credit.
5. Civil Government. One credit.
6. Elementary Economics. One credit.

5. Commercial Subjects (maximum, six credits).

1. Business Arithmetic. One credit.
2. Elementary Bookkeeping. Two credits.
3. Business Law. One credit.
4. History of Commerce. One credit.
5. Commercial Geography. One credit.
6. Shorthand and Typewriting. Two credits.

6. Manual Training (maximum, six credits).

1. Shop Work. Six credits.
2. Drawing. Two credits.
3. Domestic Science. Two credits.

7. Greek (four credits).

1. Grammar, Burgess and Bonner, or equivalent. Anabasis, Book I., Smith or equivalent. Two credits.
2. Anabasis, Books II., III., and IV., prose composition. Two credits.

8. German (four credits).

1. Grammar, Bacon or equivalent; Bacon's Im Vaterland, Storm's Immensee, Hillern's Hoher als die Kirche. Two credits.
2. About four hundred pages of miscellaneous prose and one classical drama should be studied. Two credits.

9. Science (eight credits).

1. Physics, Carhart and Chute, or equivalent. Two credits.

2. Chemistry. General Chemistry, recitation and laboratory work throughout the year. Remsen's Briefer Course. Two credits.

3. Zoology, or Nature Study. One year's study of animal structure, habits, and life history, with laboratory practice as an important part of the course. Two credits.

4. Botany. Bergen's Foundations of Botany, or equivalent. One credit.

THE GROUP SYSTEM

Our work is arranged according to the Group System. While this system is not a very radical departure from that formerly employed, yet some explanation of its characteristic features may be needed.

A Group consists of (a) two Major subjects, each to be pursued at least four hours a week for two years; (b) a number of required Minors, such Minors being either vitally related to the Majors of the given group, or in themselves essential to a well-rounded education; and (c) a number of Free Electives sufficient to make the student's entire credits reach the 126 hours required for graduation. An hour as here used means one recitation a week for one semester, each subject thus calling for as many hours of credit each semester as there are recitation periods a week in that subject.

The aim of the Group System is twofold: First, to encourage the student to correlate his work and pursue it with a definite purpose for a number of years, rather than to make promiscuous selection; and, second, to suggest a desirable preparation for advanced professional or technical courses.

It will be observed that the Majors of the Groups offered fall naturally under two heads, those that belong to the Department of Letters and those that belong to the Department of Science. The completion of a Group whose Majors come under the designation "General Letters" leads to the degree "Bachelor of Arts"; the completion of a Group whose Majors are Science, leads to the degree "Bachelor of Science."

Requirements for Graduation

All students are required to complete before graduation fourteen hours of English, ten hours of Mathematics, eight hours of Laboratory Science, eight hours of History or Social

Science, and eight hours to be selected from the following Bible Literature, Bible History, Theism and Evidences, and Religious Education.

When to Choose Group

The successful operation of the group plan necessitate that the student choose the group which he is to pursue no later than the beginning of his Sophomore year.

A table of seven groups is appended. The first two subjects named are the Majors. The figures after each subject indicate the number of hours in that subject required for graduation.

Importance of the Choice of a Group

The choice of the course outlined in the right Group will greatly facilitate one's preparation for his life calling. Students, therefore, looking forward to educational work are advised to select Group I., and all who complete this course may obtain a first class State Teacher's Certificate without examination. The free electives shall consist largely of those subjects which the student intends to teach. So of all the Groups.

Group II. aims at a general scientific training, and should be chosen by students who desire work leading toward medicine, veterinary science and kindred professions.

Group III. furnishes a course preparatory to engineering and any other pursuit demanding a thorough training in mathematics and physical science.

Group IV. emphasizes the political and other social sciences and its course gives an invaluable preparation for the legal profession.

Group V. is made up of subjects especially suited to all forms of religious work, and is recommended to those who are called to the Christian ministry, or to other departments of distinct religious activity.

Group VI. relates to household economics, and its course will furnish special training in the wide field of domestic arts.

Group VII. suggests a course without any definite vocational end, simply a general literary education of wide cultural range.

GROUP I.**Teaching**

Education and Psychology	20
Foreign Language	16
Laboratory Science	16
English	14
Mathematics	10
History and Political Science	8
Philosophy	8
Economics and Social Science	8
Religious Education	6
Free Electives	22

GROUP II.**Medical, Etc.**

Biology	24
Physical Science	18
Foreign Language	16
English	14
History and Social Science	12
Mathematics	10
Psychology	6
Public Speaking	4
Religious Education	6
Free Electives	16

GROUP III.**Engineering, Etc.**

Physical Science	24
Mathematics	18
Modern Language	16
English	14
History and Political Science	8
Economics and Social Science	8
Biology	8
Geology	8
Religious Education	6
Free Electives	16

GROUP IV.**Legal, Etc.**

History and Political Science	24
Economics and Sociology	16
Foreign Language	16

English	14
Mathematics	10
Laboratory Science	8
Philosophy and Psychology	10
Public Speaking	8
Religious Education	6
Free Electives	14

GROUP V.**Religious Work**

English	18
Philosophy	16
Greek	16
Bible and Religious Education	12
Mathematics	10
Public Speaking	8
Laboratory Science	8
History and Political Science	8
Economics and Social Science	8
Psychology	6
Free Electives	16

GROUP VI.**Domestic Arts**

Domestic Science	28
Physical Science	16
Biology	16
English	14
Mathematics	10
Economics and Social Science	8
Psychology and Education	6
Public Speaking	4
Religious Education	6
Free Electives	18

GROUP VII.**General Education**

Foreign Language	32
English	14
Mathematics	10
Laboratory Science	8
History	8
Philosophy	8
Social Science	8
Religious Education	6
Free Electives	32

SYNOPSIS OF COLLEGE COURSES

	FIRST SEMESTER	SECOND SEMESTER
Freshman Year 17 hours a week	College Algebra—5 Greek or German—5 Latin or French—4 English—3 Chemistry—5	Trigonometry—5 Greek or German—5 Latin or French—4 English—3 Chemistry—5
Sophomore Year 16 hours a week	Greek or German Public Speaking Latin or French Rhetoric Literary Interpretation Biology Analytical Geometry Qualitative Analysis American History European History Economics Psychology Foods Textiles	Greek or German Public Speaking Latin or French Shakespeare Biology Calculus Organic Chemistry American History European History Economics Psychology Foods Textiles
Junior Year 16 hours a week	Logic German French Bible Literature Tennyson Physics Quantitative Analysis Plant Morphology Political Science Oratory and Debate Harmony Foods Textiles Genetic Psychology	Ethics German French Nineteenth Century Prose Browning Physics Quantitative Analysis Political Science Plant Morphology Oratory and Debate Harmony Foods Textiles Educational Psychology
Senior Year 16 hours a week	Geology Physical Chemistry School Supervision and Administration History of Philosophy Problems of Philosophy Sociology Histology Vertebrate Zoology Astronomy Prose Fiction Argumentation History of Education	Geology Food Analysis Problems in Education History of Philosophy Theism and Evidences Sociology Bacteriology Hereditry Meterology History of the English Novel American Poets

SCHEDULE OF RECITATIONS

7:30 to 8:20	Geometry, Biology Laboratory.
8:20 to 9:10	Oratory and Debate, Freshman Mathematics, Greek II., College Biology, Junior Philosophy, Sociology, Academy English, Political Science, American Government.
9:10 to 10:00	German I., Sophomore English, Junior Education, Advanced Physics, Geology, Latin I., Foods A, Sanitation.
10:25 to 11:15	Junior English, French I., Economics, Senior Education, Latin II., Elementary Physics, Foods B, Personal Hygiene.
11:15 to 12:05	Freshman English, Sophomore Mathematics, Greek III., German III., Senior Philosophy, Latin III., Histology, Bacteriology, Textiles.
1:10 to 2:00	Greek I., German II., Sophomore History, Junior History, Astronomy, Algebra I., Advanced Botany, Organic Chemistry, Elocution.
2:00 to 2:50	Latin IV., Chemistry, French II., American and English Literature, Academy History, Psychology.
2:50 to 3:40	Agriculture, Normal Domestic Science, French III., Normal Pedagogy.

COLLEGE OF LIBERAL ARTS

Description of Courses

BIBLE

New Testament

This course consists in studies in the life of Christ and the founding of the Church. It is required of all Freshmen. One hour a week through the First Semester.

Old Testament

The historic side of this study will be enlivened by special interpretations of the lives of the Old Testament heroes. This concrete presentation gives the work a maximum value in character forming. Required of all Freshmen. One hour a week through the Second Semester.

The Social Program of Christ

In this course a practical interpretation of Christ's teachings makes their application to social problems of today clear, and enlists the coming man in the warfare for social betterment, as well as for a sound personal religious experience. Required of all Sophomores. One hour a week through the First Semester.

Life Work

Here it is designed to bring the student face to face with his life problems under such circumstances as will favor a safe solution. Required of all Sophomores. One hour through the Second Semester.

Theism and Evidences

This work is more fully described under the Department of Philosophy. It is required of all students in their Junior or Senior year. Two hours a week through the Second Semester.

PHILOSOPHY**PROFESSOR MASTERS****History of Philosophy**

This course constitutes a whole year's work. The field is well covered—Greek, Roman, Medieval, and Modern Philosophy—each receives thorough treatment. The work is based upon such authors as Webber and Falckenberg. Parallel reading and research supplement the text and lectures at important points. This course is given in 1915-1916, and will be given each alternate year thereafter.

Two hours per week, through the year.

GENERAL COURSE

This series of studies constitutes a year's work and is intended as a constructive view of the subject based on critical methods. It is foundation work on which to build a personal system of philosophy. Standard texts are employed on the various phases of the subject. These courses will be given in 1916-1917 and in each alternate year thereafter.

Problems of Philosophy

In the first half of the semester is considered the basic problems of knowledge. The laws and forms of valid thought, the possibilities and limitations of reason critically expounded, afford a basis of consistent thinking. The second half of the semester is given to the problems of Metaphysics proper. In answering the question, "How shall we think of reality?" many problems are considered, upon the understanding of which depends any comprehensive view of the world.

First Semester. Two hours a week.

Theism and Evidences

In this course one special aim is held in view. The personal element is made prominent—the development, each for himself, of a positive, practical philosophy of life. Thought is directed in the development and discussion of the generally accepted philosophy of the modern religious world, the Philosophy of Theism. In the second half of the semester attention is directed to the philosophical and

practical grounds of belief in Christianity as a personal life plan.

Second semester. Two hours a week.

Logic

This course is pursued with a view to the practical application of its principles to reasoning and scientific investigation. Textbook work is supplemented by numerous references, while frequent exercises illustrate the principles and fix them in memory.

First Semester. Four hours a week.

Ethics

This course covers the subject in three phases: First, the historical, the origin and growth of ethical ideas from primitive society; second, the critical, consisting of the discussion of the various ethical theories; and third, the practical, in which the ethical principles thus desired are applied to the social and industrial problems of to-day. Dewey and Tuft's text is made the basis of study.

Second Semester. Four hours a week.

LATIN

PROFESSOR VERRY

I.

1. Livy, Books XXI., XXII., and Cicero, *De Senectute*, and *De Amicitia*.

The history of the Punic Wars is used as a basis for a fuller history of the early republic. A study of Roman Philosophy, with occasional reference to the Tusculan Disputations. Lease's *Livy*, Kelsey's *Cicero*, *De Senectute*, and *De Amicitia*.

First Semester. Four hours a week.

2. Horace, Odes, and Epodes.

In connection with the Odes, a study is made of the "Golden Age" of Augustus. Especial attention is paid to the different meters of Horace. Bennett's *Horace*.

Second Semester. Four hours a week.

II.

1. Tacitus, Agricola, and Germania.

These works of Tacitus are used as a basis for a study of the "Silver Age" of Trajan. Attention is given to the state of civilization of the contemporary Britains and Germans. A careful analysis of the Roman styles of biography is made. Gudeman's *Tacitus*.

First Semester. Four hours a week.

2. Tibullus, Propertius, and Ovid.

A selection of the elegiac poems of these three poets—a study in careful translation—dealing largely with their relations to the patrons of literature in the Augustan age, Mæcenas, Messala, and Pollio.

Second Semester. Four hours a week.

GREEK

PROFESSOR VERRY

I.

1. Xenophon, Anabasis, Books II., III., IV.

The grammatical work is emphasized, and especial attention given to forms, idioms, and syntax. Smith's *Anabasis*.

First Semester. Five hours a week.

2. Homer, Iliad, Books I., II., and Selections, Odyssey, Books I., II.

Emphasis is placed upon the Epic Dialect and Syntax. Mythology. Homeric Hexameter. Sterrett's *Iliad*.

Perrin and Seymour's *Odyssey*.

Second Semester. Five hours a week.

II.

1. Lysias, Orations; Plato, Apology and Crito.

A study of Grecian Oratory and Philosophy and the History of the period. Prose Composition. Waite's *Lysias*. Kitchell's *Plato*.

2. Introduction to Greek Drama.

Two plays will be read. Attention given to Greek meters and study of the Greek Theater. White's *Oedipus Tyrannus*. Bate's *Iphigenia in Tauris*.

Second Semester. Four hours a week.

History of Greek and Roman Literature.

A course in English planned to familiarize the student with the great body of Greek and Roman Literature—epic and lyric poetry, drama, oratory, history, and philosophy; tracing the development of these, the one from the other as influenced by the advance in civilization of the Greek and Roman people. Fowler's *Histories of the Ancient Greek and Roman Literatures*.

First Semester. Three hours a week.

Mythology.

A course tracing the origin, growth, and significance of the myths and legends of both ancient and medieval peoples, and the influences these have exerted on art and modern English poetry. Fairbanks' *Mythology*. Guerber's *Myths of Northern Lands*.

Second Semester. Three hours a week.

New Testament Greek.

A course for those interested in the original text of the New Testament with some emphasis upon interpretation. Wescott and Hort.

Second Semester alternating with "Homer." Five hours a week.

ENGLISH LANGUAGE AND LITERATURE

PROFESSOR WARD

1. Freshman English.

Prose: A Study of the Forms of Literary Prose. Critical analysis of Prose masterpieces with the aim to discover the principles of Composition. Weekly themes. Intensive study of the Paragraph, and Essays in Narration, Description, Exposition and Argumentation.

Poetry: A Study of the Nature and Forms of Poetry. Critical analysis of standard types of Epic, Dramatic, and Lyric Verse. Written studies designed to develop facility in interpreting the form and subject-matter of poetry.

Throughout the year. Three hours a week.

Required of all students.

2. Rhetoric.

The aim of the course is to develop a clear and forcible style of writing. The principles of style and the characteristics of the different forms of literary prose are studied by analysis of these forms as they appear in the works of standard writers. Each student will write and submit for criticism a series of themes in the standard forms of Prose, Exposition, Argumentation, Narration, Description.

First Semester. Two hours a week.

3. Literary Interpretation.

This course includes:

1. Lectures on the nature of literature and on the spirit and method of literary analysis.

2. Many written and oral analyses by the class of short poems and of prose selections from the best English and American authors.

The aim of the course is to cultivate the faculty of seeing what is the most worthy of attention in a piece of literature.

First Semester. Two hours a week.

4. Shakespeare.

Three representative plays will be studied in detail with special reference (1) to interpretation, and (2) to the principles of dramatic art as these are exemplified in the writings of Shakespeare. Outline studies embracing detailed analysis of plot, character, and literary qualities are required. Special topics are assigned for personal investigation. Students are encouraged to gather stores of memory gems.

Second Semester. Four hours a week.

5. Bible Literature.

In this course no attention will be paid to doctrinal discussions, but the Bible will be studied purely as literature,

with a design of acquainting the students with the wealth of literary form and the profound subject-matter of the Hebrew Scriptures. The standard literary forms, History, Story, Epic, Lyric, Idyl, and Drama, will be traced. Something of the molding influences of Bible thought, imagery, and language upon English Literature will be pointed out.

First Semester. Four hours a week.

6. Nineteenth Century Prose.

The course in English Prose will have a twofold object: (1) a study of prose style exemplified in the writings of recognized masters; (2) a comparative study of the æsthetic, ethical, and social teachings of the writers selected. Representative writings of Macaulay, DeQuincey, Carlyle, Ruskin, Arnold, Newman, and Emerson will furnish the material for study. Individual topics will be assigned for exhaustive investigation.

Second Semester. Four hours a week.

7. The Poetry of Tennyson.

Selected poems are studied with a view to tracing the growth of Tennyson's mind and art, and to discovering his attitude toward contemporary life and thought. Daily written analysis of each poem selected for minute study, embracing interpretation of subject-matter and discovery of literary quality, is required. Special topics on the chief characteristics of Tennyson's thought and poetic workmanship will be assigned for individual investigation.

First Semester. Four hours a week.

8. The Poetry of Browning.

The study of selected poems grouped according to subject-matter is so directed as to reveal the depth and versatility of Browning's genius. Emphasis is laid upon Browning's presentation of the soul's struggles and aspirations, and upon the inner harmony that usually exists between the subject-matter and the form of his poetry. Daily written analyses are required.

Second Semester. Four hours a week.

9. Prose Fiction.

The course in Prose Fiction is designed to aid students to form mental habits that will make novel-reading a means of intellectual growth and healthful spiritual pleasure; it recognizes the fact that most people will continue throughout life to be readers of fiction. One work of standard fiction will be analyzed in detail to discover the principles that underlie this form of literary art. The aim of the work, and the handling of plot, character, and setting will be studied at length. A number of other novels supplementary to the one selected for minute examination will be studied less in detail.

First Semester. Four hours a week.

10. History of the English Novel.

Lectures on the origin, nature, and development of the English novel. Extensive readings from the works of novelists representing characteristic periods and tendencies. Frequent reports by each member of the class.

Second Semester. Four hours a week.

11. Argumentation.

Analysis of selected argumentative speeches; a study of evidence and methods of proof; practice in brief-making; formal debates.

First Semester. Four hours a week.

12. American Poets.

A study of representative poems from Bryant, Poe, Emerson, Longfellow, Whittier, Holmes, Lowell, Whitman, and Lanier, with an inquiry into the influences that helped to make American poetry what it is. Extensive study of a particular poet by each member of the class.

Second Semester. Four hours a week.

MODERN LANGUAGES

PROFESSOR APPLETON

1. Second German.

Several Classics are read, such as, "Das Peterle von Nurmberg," Bluthgen; "Imensee," Storm; "Die Jungfrau

von Orleans," or "Wilhelm Tell," Schiller; and "Der Trompeter von Sakkingen," Scheffel.

Throughout the year. Four hours a week.

2. Third German.

"Bilder aus der Deutschen Litteratur," Keller. This is a general survey of German literature, with numerous selections from the authors studied.

Throughout the year. Three hours a week.

1. First French.

Thieme and Effinger's grammar is studied throughout the year.

Throughout the year. Four hours a week.

2. Second French.

During the year several French classics are read, such as "Athalie," Racine; "Le Cid," Corneille; "Tartarin de Tarascon," Daudet; and "Pêcheur d'Islande," Loti.

Throughout the year. Three hours a week.

3. German Conversation.

Throughout the year. One hour a week.

BIOLOGY

PROFESSOR KENOYER

The Biology Department is well equipped with microscopes, microtomes, ovens, charts, models, microscopic and lantern slides, and other apparatus and material necessary for doing thoroughly up-to-date work. An excellent library catalogued by subjects, is in the biology room.

Course 1 may be taken in the freshman or the sophomore year, and should precede any of the other courses. It is highly desirable that some training in chemistry precede the biology courses. Domestic science students should take courses 1 and 5; medical students courses 1, 4, 5, 6, and 7.

The laboratory fee is \$2 per semester. Additional charges will be made for breakage to apparatus.

1. General Biology.

Entire year, using Conn's text and laboratory outlines furnished by the department. This course, which should be preceded by some high school training in biology, deals with the more important principles of the living world, and aims to give a notion of life and its significance. Plant and animal forms ranging from the lowest to the highest are studied, and the relations between plant and animal life emphasized. Two lecture and two double laboratory periods.

2. Plant Morphology.

First Semester. A study of representative forms from all the great groups of the plant kingdom, with particular reference to plant evolution. Drawings are finished in ink, and careful work insisted upon. Two lecture and two double laboratory periods.

3. Plant Physiology and Ecology.

Second Semester. The leading principles of physiology are demonstrated by laboratory experiments. During the spring, much time is devoted to field study of plants with reference to their environment. Two lecture and two double laboratory or field periods.

4. Histology.

First Semester. The more important tissues of plants and animals are studied in this course. Special attention is given to human tissues. Students are trained to section and stain material for microscopic study. One lecture and three double laboratory periods. Alternate years; given in 1914.

5. Bacteriology.

Second Semester. The recitations place special emphasis upon the practical phases of the subject. The laboratory work deals with the distribution of micro-organisms, staining, sterilization, water and milk analysis, recognition of disease bacteria, etc. Two lectures and two double laboratory periods. Alternate years; given in 1915.

6. Vertebrate Anatomy.

First Semester. Representatives of the different classes of vertebrates are dissected and compared, the principal ob-

jective being to give a clear notion of human anatomy. One lecture and three double laboratory periods. Alternate years given in 1915.

7. Heredity.

Second Semester. A two-hour lecture course. Walter's Genetics is used as a guide to the fundamentals of this new science. Alternate years; given in 1916.

8. Animal Ecology.

Second Semester. The local fauna is studied by means of field trips, laboratory exercises, and the use of keys. Special attention is given to birds during the spring months. Two double laboratory or field periods per week. Alternate years; given in 1916.

HOME ECONOMICS

PROFESSOR CURREY

First Semester

1. Food Preparation.

Two recitations and two two-hour laboratories. Prerequisite, one year of general chemistry.

This course includes the subject of foods and food preparation in its scientific and economic phase. The study of the nutritive principles as found in different foods and the method of cooking foods for the diet.

2. Advanced Cookery.

Two recitations and two two-hour laboratories. Prerequisite course, Organic Chemistry and Quantitative Analysis.

The study of dietaries, the planning and serving of meals, and the marketing of food.

3. Personal Hygiene.

One hour recitation.

A study of the person, clothing and surroundings from a sanitary viewpoint.

Home Sanitation.

Two hours' recitation. Prerequisite, Bacteriology and Personal Hygiene.

A study of the location of houses, house plans, heating, plumbing, ventilation, and house construction.

Textiles.

One hour recitation. Two three-hour laboratories.

A study of the different fibres and fabrics; evolution of spinning and weaving. Drafting of patterns, cutting, and the making of useful garments will be taken up.

Costume.

One hour recitation. One three-hour laboratory. Prerequisite, Course V.

A study of colors and styles, history of costume, and applied design. Laboratory work will consist of tailored waist and skirt and dress.

Sickroom Cookery and Home Nursing.

One recitation and one three-hour laboratory.

A study of the patient under home conditions.

Second Semester**Food Preparation.**

Two recitations and two two-hour laboratories.

A continuation of Course I.

Advanced Cookery.

Two recitations and two two-hour laboratories.

A continuation of Course II.

Textiles.

One recitation and two three-hour laboratories.

Continuation of Course V.

Costume.

One recitation and one three-hour laboratory.

Continuation of Course VI.

12. Household Decoration.

One hour's recitation.

A study of interior decoration from the standpoint of utility, economy, and beauty.

13. Home Management.

Two hours' recitation. Prerequisite, Course II.

A study of the division of income and the management of homes in various phases of life.

14. Normal Course.

Three hours' recitation and two two-hour laboratories.

A course for girls taking normal course. The study of foods and textiles, methods of teaching, and the making of outline of courses for teaching.

SCHEDULE**Recitations.**

Home Sanitation—Tuesdays, 8:20 to 9:10; **A Foods**—Mondays and Thursdays, 9:10 to 10:00; **B Foods**—Wednesdays and Fridays, 10:25 to 11:15; Personal Hygiene—Monday, 10:25 to 11:15; **A Textiles**—Wednesday, 11:15 to 12:05; **B Textiles**—Thursday, 11:15 to 12:05; Home Sanitation—Friday, 11:15 to 12:05; Sickroom Cookery—Monday, 8:20 to 10:00.

Laboratories.

B Textiles—Tuesday, 9:10 to 12:00; **A Foods**—Monday, 2:50 to 4:20; Wednesday, 2:00 to 4:20; **B Foods**—Tuesday 2:50 to 4:20; Friday, 2:00 to 4:20; **A Textiles**—Thursday 2:00 to 4:20. Sickroom Cookery—Wednesday, 8:20 to 10:00.

PHYSICAL SCIENCE

PROFESSOR FULMER

The Physical Science laboratories are well located and equipped with apparatus and materials necessary for the work comprehended in the courses offered. Individual work

is emphasized. The lecture-laboratory method of instruction is employed in all the work of the department.

Culture is the primary aim of the courses offered, but the foundation is well laid for technical training.

Students contemplating professional pursuits will find these courses adapted to their needs.

All students taking laboratory courses are required to deposit with the treasurer an amount sufficient to cover cost of materials used and apparatus broken or injured beyond ordinary wear. At the end of the course the balance of deposit not used will be returned to the student. The amount of deposit is regulated by the nature of the work pursued. In General Physics a uniform deposit of \$2.00 is required; Chemistry, 1, 2, and 3, \$3.00.

CHEMISTRY

The courses in chemistry are designed to meet the needs of three classes of students: Those who wish to gain an elementary knowledge of the subject as a part of a general culture course, those who intend to pursue some technical application of science, and those who intend to take up chemistry as a profession and so desire a broad foundation for advanced work.

No liberal education is complete without a course in chemistry, because the subject-matter is of fundamental importance in every-day life. The application of chemistry to commercial problems has broadened the field, and has also increased the demand for men and women trained in this line of work.

In order to meet this demand the course has been strengthened and apparatus supplied to meet the new requirements.

Four years of chemistry are now offered; in addition one year of research work leading to baccalaureate thesis is now open to students who show ability for original work along this line. The student who selects chemistry as a major and satisfactorily completes the course outlined below will be prepared to enter technical schools as a candidate for advanced degrees—to take up remunerative work as a technical or analytical chemist, or to engage in teaching chemistry.

Although there are no prerequisites for Course I., other than those for admission to the college, it is advised that those who elect chemistry present one year of elementary physics.

1. General Inorganic Chemistry.

Two recitations, one experimental lecture, and two laboratory periods each week. This course covers the metallic and non-metallic elements and the fundamental principles of chemistry. The conception of a chemical equilibrium and the modern theory of solutions are used.

Three recitations and two laboratory periods of two hours each, throughout the year. Ten hours' credit.

2. Qualitative Analysis. Prerequisite, General Chemistry.

A laboratory method for the detection of the common cations and anions is so closely correlated with a distinct advance in physical chemical theory.

First Semester. Four hours' credit.

3. General Organic Chemistry. Prerequisite, General Chemistry.

A study of the aliphatic and aromatic compounds of carbon.

Second Semester. Three hours' credit.

4. Quantitative Analysis. Prerequisite, General Chemistry.

Laboratory work in gravimetric and volumetric analysis. One lecture per week. Credit depends upon number of determinations made. Either semester or throughout the year to meet individual needs.

PHYSICS

1. Mechanics, Molecular Physics and Heat. Prerequisite, High School Physics.

A general course, presented mainly from the experimental standpoint.

First Semester. Four hours' credit.

2. Electricity, Sound and Light. Continuation of Physics.

This course alternates with Geology. Given 1914-1915. Second Semester. Four hours' credit.

GEOLOGY

General Geology. Physiography and Elementary Mineralogy.

A laboratory study of the common minerals and common rocks, and the interpretation of topographic maps.

Recitation: Three hours a week.

First Semester. Four hours' credit.

2. Historical Geology.

The history of the development of the North American continent and the leading facts concerning the history of life development. Laboratory work in the interpretation of geological maps.

Second Semester. Four hours' credit.

MATHEMATICS

PROFESSOR YOTHERS

1. College Algebra.

The work in Algebra consists of a rapid review of quadratic equations, followed by the study of arithmetic, geometric and harmonic progressions, and binominal theorem, the theory of logarithms with their computation and use, choice and chance, some elementary work in the theory of equations, the solution of equations of higher degree than the second, graphs, complex numbers, and determinants.

First Semester. Five hours a week.

2. Trigonometry.

Plane, analytical, and spherical. The ratio method of defining the trigonometric function is used. In connection with this course numerous practical problems relating to surveying, navigation, geodesy, and astronomy, are discussed.

Second Semester. Five hours a week.

3. Analytic Geometry.

The work includes straight lines, circles, loci, and the conic sections, together with a discussion of the general equations of the second degree.

First Semester. Four hours a week.

4. Differential Calculus.

Differentiation, successive differentiation, function of two or more variables, change of variable, indeterminate forms, maxima and minima, development of functions into series, tangents, normals, asymptotes, curvature, evolutes, envelopes, and curve tracing.

Second Semester. Four hours a week.

5. Integral Calculus.

Integration, the inverse of differentiation, fundamental rules and methods of integration, integration of irrational, trigonometric, and exponential functions, successive integration, multiple integrals, application of the principles of calculus to problems of area and volume.

First Semester. Four hours a week.

6. General Astronomy.

The fundamental concepts and problems of Astronomy. As comprehensive a treatment of the subject as descriptive methods will permit.

Second Semester. Four hours a week.

7. General Astronomy.

A continuation of Course VI. Practical work in uranography one evening each week.

First Semester. Four hours a week.

Elective courses in Higher Mathematics are offered as occasion arises.

HISTORY AND POLITICAL SCIENCE

PROFESSOR GUISE

Those who contemplate doing the work of either Group IV. or Group V. should begin history work in their Freshman year. The student should note that certain courses in this department have prerequisites.

1. American History.

This is a general course and covers the entire period. It is thought that students in this department will begin their

work with this course. Open to Freshmen and Sophomores. Given in 1915-1916 and each successive year. Five hours weekly, First Semester. M., Tu., W., Th., F.

2. Medieval European History.

This course furnishes a survey of European history from the invasions to 1648. The institutions of this period are given special emphasis. Open to Freshmen and Sophomores. Given in 1915-1916 and each successive year. Five hours weekly, Second Semester. M., Tu., W., Th., F.

3. English History: Tudor and Stuart Period.

Stress will be placed both on the internal and colonial development of England in the period from 1485 to 1714. This period will furnish a setting for the colonial period of American history. Open to Sophomores, Juniors, and Seniors. Given in 1915-1916 and each alternate year. Two hours weekly, First Semester. Tu., Th.

4. English History: Hanoverian Period.

This course is a continuation of the preceding one. The constitutional and imperial development of the period since 1714 will receive special emphasis. Open to Sophomores, Juniors, and Seniors. Given in 1915-1916 and each alternate year. Two hours weekly, Second Semester. Tu., Th.

5. American History: 1815 to Civil War.

This is an intensive study, covering the period from 1815 to 1860. Extensive library readings will be required and reports given. Attention will be given to the westward development, the Jacksonian democracy, and the slavery question. Open to Juniors and Seniors. Given in 1914-1915 and each alternate year. Three hours weekly, First Semester. M., W., F.

6. American History: Civil War and Reconstruction Period.

This is a continuation of the above course. Adequate treatment will be given to the constitutional development of this period. Considerable attention will be given to the national problems of the last two decades. Open to Juniors.

and Seniors. Given in 1914-1915 and each alternate year. Three hours weekly, Second Semester. M., W., F.

7. Modern European History: 1648 to Napoleonic Regime

This is an intensive study. Abundant use will be made of the library. The development of the modern nations and the spirit of reform prior to the French revolution will be treated fully. Open to Juniors and Seniors. Given in 1915-1916 and each alternate year. Three hours weekly, First Semester. M., W., F.

8. Modern European History: The Napoleonic Regime and the Nineteenth Century.

This is a continuation of the above course. The growth of democracy and nationality will be stressed. Open to Juniors and Seniors. Given in 1915-1916 and each alternate year. Three hours weekly, Second Semester. M., W., F.

9. Government.

This course furnishes an analysis and critique of the American institutions. The functioning of the federal, state and local governments will be fully treated. Five hours of credit in American history are a prerequisite. Open to Sophomores, Juniors and Seniors. Given in 1915-1916 and each alternate year. Five hours weekly, First Semester. M., Tu., W., Th., F.

10. Political Science.

The nature of the state, and the structure of government will receive emphasis. Some attempt will be made to study governments comparatively. Five hours of credit in history are a prerequisite. Open to Sophomores, Juniors, and Seniors. Given in 1915-1916 and each alternate year. Three hours weekly, Second Semester. M., W., F.

11. Local Government.

This will be a detailed study of the county, township, and village in the United States. The endeavor will be to familiarize one with the government with which he is closely connected. Open to Sophomores, Juniors and Seniors. Given in 1915-1916 and each alternate year. Two hours weekly, Second Semester. Tu., Th.

ECONOMICS AND SOCIAL SCIENCE**PROFESSOR GUISE**

Those who contemplate doing work in Group IV. should take all the courses offered here. These are all advanced courses and students should take some History work before entering upon them.

1. Principles of Economics.

The factors in production, consumption, distribution, value, etc., will be studied in connection with a brief survey of some of the economic problems. Five hours of credit in history are a prerequisite. Open to Sophomores, Juniors, and Seniors. Given in 1914-1915 and each alternate year. Five hours weekly, First Semester. M., Tu., W., Th., F.

2. Economic History of the United States.

It is the thought that this course will supplement work in American history, and handle in a detailed way things that must be passed over too hurriedly in a course in political history. Five hours of credit in American history are a prerequisite. Open to Sophomores, Juniors and Seniors. Given in 1914-1915 and each alternate year. Three hours weekly, Second Semester. M., W., F.

3. Agricultural Economics.

This course will deal with the factors of agricultural production, and management in agriculture. Some attention will be given to rural life problems. Five hours of credit in history are a prerequisite. Open to Sophomores, Juniors, and Seniors. Given in 1914-1915 and each alternate year. Two hours weekly, Second Semester. M., W., F.

4. Principles of Sociology.

Attention will be given to the principles, factors, forces, and laws of social organization. Social progress, and its physical, psychological, economic, and cultural foundations will be adequately treated. Ten hours of credit in history and economics are a prerequisite. Open to Juniors and Seniors. Given in 1914-1915 and each alternate year. Two hours weekly, First Semester. Tu., Th.

5. Rural Sociology.

Rural life in general will be treated. Considerable stress will be given to both the rural church and the rural school. A rural social survey is contemplated. Ten hours of credit in history and economics are a prerequisite. Open to Juniors and Seniors. Given in 1914-1915 and each alternate year. Two hours weekly, Second Semester. Tu., Th.

PSYCHOLOGY AND EDUCATION

PROFESSOR MASTERS

PSYCHOLOGY

1. General Psychology.

This course covers in a comprehensive way the whole field of psychic life, and is intended as a foundation course for all work in Philosophy, Education, and Social Science which require such preparation. Such texts as Angell, James, and Titchener are used as a basis for study, with supplementary lectures, readings, demonstrations and experiments.

Throughout the Sophomore year. Three hours a week.

2. Genetic Psychology.

Brief attention is given to the origin of consciousness and conscious processes in animal forms. Careful study is given to the development of the mind in the child and the race. The investigations are directed toward the solution of the problems of the home and the school. Standard texts and independent reading and investigation are employed as means to that end.

First Semester, Junior year. Two hours a week.

3. Educational Psychology.

The principles of psychology are here applied directly to the problems of education. The learning processes and the psychology of habit receive special attention. Mental measurements and the application of standards in school work are illustrated by demonstrations and experiments. Thorndike's "Educational Psychology," and other related texts are used.

Second Semester, Junior year. Two hours a week.

EDUCATION.

1. History of Education.

This course traces educational ideals and methods from the earliest times to the present. The relation of educational interests to general historic movements is made clear. The student is made acquainted with many authorities, including original sources. Monroe's "Textbook in the History of Education," or equivalent works, is used.

Second Semester, Senior year. Four hours a week.

2. Principles of Education.

Here are emphasized the foundation principles of education. The Biological, Psychological, and Sociological contributions are considered in relation to the new interpretation of education. In this way a Philosophy of Education is worked out while the science is set forth as a basis for the Art of Teaching.

First Semester, Junior year. Three hours a week.

3. Methods.

General method is formulated and the application is made to special subjects in the working out of type lessons. Visiting for observation and discussion of observed methods is employed. Lectures upon methods of teaching particular subjects are given by members of the faculty and other specialists.

Second Semester, Junior year. Three hours a week.

4. Supervision and Administration.

This course views school management from the standpoint of the superintendent, principal, teacher, and patrons of the schools. It includes discussions of our system of public schools in its various phases, and seeks to fit for leadership in the teaching profession as well as for lay leadership in the interest of a more efficient administration of our educational institutions.

First Semester, Senior year. Three hours a week.

5. Educational Problems.

This course affords an opportunity for first-hand study of some of the many educational problems of to-day, among them, The Rural Schools, Vocational Education, Secondary

Education, Religious Education, and others of equal importance. One such problem is chosen for each year, according to the trend of interest, or requirements of the situation. The courses are thorough, being based upon standard texts upon the subjects supplemented by other means to make the work real and inspiring.

Second Semester, Senior year. Three hours a week.

Notes.

1. For preparatory work in education, see explanation of "Teachers' Course," in the Academy.

2. Those wishing to secure State certificates must take six semester hour credits in General Psychology, and fourteen semester hour credits in other lines of Education.

COLLEGE PRIZES

1. Armstrong Cup—Jesse L. Tomlinson.
2. Trustees' Scholarship—Jesse L. Tomlinson.
3. Martin Wheaton and Mary J. Wheaton Scholarships—
Harold J. Ingham, Bessie Riggs.
4. Nellie C. Robertson Scholarship—Thomas McMillan.
5. Jesse H. Gray Scholarship—Ruth Steele.
6. Historical Medal—Phyllis Ward.

THE ACADEMY

FACULTY

MARION RICHARDSON DRURY, A. M.
President

LESLIE A. KENOYER, A. M.
Principal

HENRY WINFIELD WARD, A. M.
English

M. ELIZABETH APPLETON, A. M.
German

JOHN FRANK YOTHERS, A. M.
Mathematics

WILLIAM LESLIE VERRY, A. B.
Latin and Greek

ROSS MASTERS, PH. M.
Education

L. CURTIS GUISE, A. M.
History

ELLIS I. FULMER, A. M.
Physical Science

SPENCER C. NELSON, A. B.
Orthography

ETHEL A. GROSE
Reading and Grammar

ROBERT E. GUTHRIE
Penmanship

THE ACADEMY

TUITION

Tuition: \$18:00 each Semester.

GENERAL STATEMENT

The Academy provides two courses of study, the Academy Course and the Teachers' Course.

The Academy Course is for persons who wish to prepare to enter college, and, as well, for those who wish to secure a good educational foundation for life's work, and who do not wish to carry their school work farther than a good secondary school education. The course is four years in length, and fits for entrance to the best standard colleges.

The Teachers' Course is intended for those who wish to prepare to teach in the public schools. In it, special attention is given to the work of teaching how to teach and to building up a knowledge of the fundamental branches.

ENTRANCE REQUIREMENTS

Applicants for admission to the Academy course should present certificates of work previously done. Credits from schools of satisfactory standing are accepted at full value. The course presumes a thorough knowledge of all the common branches. Persons who have not completed the common school work will find splendid opportunity to complete these subjects in the Sub-Preparatory Course, described on page 70. Those who have a good understanding of branches taught through the eighth grade of our best public, city and county schools are entered as first-year Academy students.

GRADUATION

Students who have completed thirty credits in the Academy will be granted a diploma admitting to unconditional standing in the Freshman Class of the college.

Students completing a minimum of twenty-eight credits will be graduated from the Academy and be granted conditional

onal entrance to the Freshman Class of the college. Fee
r Academy Diploma, \$2.50.

DEBATE

The Academy is a member of the local Forensic League. Under the direction of the League, one or more Inter-academic debates are held each year. Preliminary debates select the team that shall represent the Academy in the final contest offer abundant opportunity for the development of this form of public speech.

THE ACADEMY COURSE

This is a secondary school course surrounded by all the influences of college life. The instruction is given by the professors of the college, a plan that affords the students opportunity to come into personal touch with teachers of broad culture and mature experience. The following table will show at a glance the exact requirements for completion of the course.

COURSE OF STUDY

	FIRST SEMESTER	SECOND SEMESTER
First Year	Latin Lessons Eng. Composition, 3 hrs. Eng. Classics, 2 hrs. Ancient History	Latin Lessons Eng. Composition, 3 hrs. Eng. Classics, 2 hrs. Ancient History
Second Year	Caesar Algebra I. Rhetoric and English Classics Medieval and Modern History	Caesar and Prose Composition Algebra I. Rhetoric and English Classics Medieval and Modern History
Third Year	Cicero Greek or German Geometry Biology or Physiography American Literature: Themes	Cicero Greek or German Geometry Biology or Physiography American Literature: Themes
Fourth Year	Vergil Solid Geometry Physics Greek or German American History English Literature: Themes	Vergil Advanced Arithmetic Physics Greek or German Economics English Literature: Themes

NOTE—Those desiring to pursue Commercial branches along with the Academy course may do so by paying the additional tuition charged by the Business College. Subjects

so completed will be given credit in the Academy; the maximum number allowed is six semester credits.

SUB-PREPARATORY

To those who are not sufficiently advanced to take up the first year Academy work, we offer the following year of Sub-Preparatory work which covers the common branches necessary for entering the Academy course:

FIRST SEMESTER

Arithmetic
U. S. History
Grammar
Orthography
Geography

SECOND SEMESTER

Arithmetic
Civics
Reading
Grammar
Physiology

DESCRIPTION OF ACADEMY COURSE OF INSTRUCTION

ENGLISH

1. English Language.

This course is intended as preliminary to the study of Composition and Literature. It embraces grammar, history of the language, etymology, word analysis, orthography, diacritical marking and synonyms.

Throughout the year. Five hours a week.

2. Composition and Rhetoric.

The primary aim of the work is to aid the student in acquiring facility and clearness in writing. Principles are studied as an aid to effective expression. Correct syntax, good usage, diction, sentence-building, paragraphing, rhetorical principles, and whole compositions are considered in order and copiously illustrated in practice. Daily written exercises are expected from each student.

Throughout the second and third years. Three hours a week.

3. English Classics.

The selections for study are taken from the "Requirements for Admission" in English. The classics chosen for careful study are analyzed in detail both as to subject-matter and as to literary qualities. Frequent themes based on the portions studied are required.

Throughout the second and third years. Two hours a week.

4. Literature, Themes.

1. American Literature. The course includes (1) the History of American Literature, especially of the growth of a national literature and its relation to the national life, and of the environment that surrounded individual American writers and helped to give direction to their work; and (2)

the study of representative writings from American authors. A limited number of representative works will be chosen for detailed study, and on these the students will make full written reports; a much larger list will be assigned for reading and more general reports.

Throughout the year. Four hours a week. Themes. One hour a week.

2. English Literature. Themes. The course in English Literature will have the same ends in view as indicated under American Literature. Entire selections from leading English authors will be chosen for study and reports. The debt of American writers to the older literature will be pointed out.

Throughout the year. Four hours a week. Themes. One hour a week.

HISTORY AND CIVICS

1. Ancient History.

It is intended that this course shall be taken up by the first year students. Both the Greek and the Roman period will be covered. Textbook: West's "The Ancient World." This will be supplemented by McKinley's "Illustrated Topics for Ancient History." Given in 1915-1916 and each successive year. Five hours weekly, throughout the year.

2. Medieval and Modern History.

The Medieval period will be covered during the first semester and the modern period during the second semester. Textbook: Harding's "New Medieval and Modern History." Map drawing will supplement the text, and search topics will be handled. Given in 1914-1915 and each alternate year. Five hours weekly throughout the year.

3. American History.

This course is intended for the Senior Academy student. The entire period of American history is covered. Textbook: Muzzey's "An American History." This will be supplemented by McKinley's "Illustrated Topics for American History." Given in 1915-1916 and each alternate year. Five hours weekly, First Semester.

1. Civics.

This course treats of the formation of Government, and outlines the functions of federal, state, and local government. The student is made familiar with those phases of government with which he comes in contact. Textbook: Guitteau's "Government and Politics in the United States." Given in 1915-1916 and each alternate year. Five hours weekly, Second Semester.

GERMAN

Bacon's Grammar is used throughout the year with written exercises and oral drills. In the second semester, the easy prose of Im Vaterland, Bacon, is introduced.

Throughout the year. Five hours a week.

LATIN**1. Beginning Latin.**

A careful study is given to the elements of the language. A good working vocabulary is secured and constant comparison made of the different methods of expressing ideas in Latin and English. Attention is also given to the "Direct Method of Teaching Latin." Hale's "First Latin Book," Richie's "Fabulæ Faciles," Gallup's "Latin Reader."

Throughout the year. Five hours a week.

2. Caesar, Gallic War, Civil War.

Selections of the more important sections of the seven books are read, with especial emphasis on sight translation and construction of the different moods and cases. Some time will be spent in sight translation of portions of the Civil War, and other supplementary Latin. Composition based upon the text will be required one hour a week. Gunnison and Harley's Cæsar, Nutting's Latin Reader.

Throughout the year. Five hours a week.

3. Cicero, Orations and Letters.

Eight or more of the Orations are studied as models of Roman Oratory and as illustrating the public and private life of the Roman people. Selections from the letters are also read and constant reference made to Johnston's "Private Life

of the Romans." In connection there will be sight translation of portions of Sallust. Composition based upon the text will be required one hour a week. Gunnison and Harley's "Cicero."

Throughout the year. Five hours a week.

4. Vergil, Aeneid.

Books I.-VI. of the Aeneid are read, with careful attention to the mythology and purpose of the poem. Selections will be read from Ovid's "Metamorphoses." Prosody. In connection a comprehensive study of Mythology will be made one hour a week. Greenough and Kittredge's "Vergil," Fairbanks' "Mythology of Greece and Rome."

Throughout the year. Five hours a week.

GREEK

Beginning Greek.

The first semester is devoted to word-formation and syntax, with exercises in composition and the reading of adapted passages from the Anabasis of Xenophon. During the second semester the first book of Anabasis is read, with prose composition one hour per week. Burgess and Bonner's "First Greek Book." Smith's "Anabasis."

Throughout the year. Five hours a week.

MATHEMATICS

Algebra.

Beginning Algebra: Text, Slaught and Lennes' "High School Algebra."

One year. Five hours a week.

Geometry.

Plane Geometry.

One year. Five hours a week.

Solid Geometry.

First Semester. Five hours a week.

Throughout the course in Geometry, particular attention is given to the demonstration of original propositions and to the practical application of the principles of Geometry.

Algebra, or Advanced Arithmetic.

This course is adapted to the needs of those who have had the courses in Beginning Algebra and Geometry.

Second Semester. Five hours a week.

BIOLOGY**1. Agriculture.**

First Semester. A general introductory course which places special emphasis upon plant life and its requirements, relation of plants to the soil, farm animals, and farm management. Our situation in one of the best farming communities of the State and our well-equipped laboratory enables us to give creditably the training in agriculture now required by the State of its common school teachers. Three recitations and two double laboratory periods per week, following Warren's "Elements of Agriculture."

2. Botany.

Second Semester. A detailed study of the higher plants, with their structures and functions, and a glimpse at some of the lower forms. In the spring the class takes frequent field trips in order to become familiar with the plant life of the region. Three lectures and two double laboratory periods per week, following Stevens' "Botany."

3. Physiology.

First Semester. A course designed for normal students, and for any others who care to review the subject. Physiological principles are illustrated by laboratory experimentation, and a comparative study of man with the lower animals is made. Five periods per week, including frequent laboratory exercises.

PHYSICAL SCIENCE**Physics.**

An elementary course covering the subjects of Mechanics, Heat, Magnetism, Electricity, Sound, and Light; presented mainly from the experimental standpoint. Fifty laboratory experiments and numerous practical problems are required of

each student. A working knowledge of Elementary Algebra, including Quadratics, is required.

Four recitations and two laboratory periods each week throughout the year.

A laboratory fee of one dollar is charged each semester.

Elementary Chemistry.

An elementary study of chemistry in which many practical applications of the subject are discussed, along with a development of the fundamental principles of chemical science.

Recitations, three hours a week. Laboratory, two hours. Throughout the year.

THE TEACHERS' COURSES

These courses afford superior training for those who are preparing to teach. Since this noble calling is becoming more fully appreciated and more justly compensated, it must surely attract large numbers of our best young people. It follows that those who would reap such reward must deserve it by preparing themselves thoroughly for the work. The following courses are well adapted to the needs of those who would do this:

UNIFORM COUNTY CERTIFICATE COURSE

First Year

FIRST SEMESTER

Arithmetic
U. S. History
Geography
Grammar
Orthography
Agriculture

SECOND SEMESTER

Physiology or Sanitary Science
Civics
Reading
Music
Domestic Science

Second Year

FIRST SEMESTER

Algebra
Physics
English
Elementary Science (Zoology)
Penmanship.

SECOND SEMESTER

Algebra
Didactics
English
Elementary Science (Botany)

DESCRIPTION OF UNIFORM COUNTY CERTIFICATE COURSE

Aim. The aim of this course is to prepare young men and women for Uniform County Certificates. One who completes this course has command of all the sixteen subjects required for a first-class Uniform County Certificate, together with some other studies that are indispensable to the successful teacher. Young persons should not, in this day of progress, presume to teach at all, even in the rural schools, who are not planning to complete a course equivalent to this. It is the *minimum* preparation for self-respecting teachers. Those finishing the public school course, and graduating therefrom, can take up this course to good advantage.

The Common Branches, Arithmetic, U. S. History, Grammar, Civics, Geography, and Physiology, need a little explanation. They must be mastered, no matter how long it takes. But the young teacher needs more; he needs to study these branches with a view to teaching them, and so the work is given a didactic turn. Such study is for the professional improvement and development and to get the advantage of the three points in estimating salary offered by the State Board. To this end skilled teachers are in charge of these courses and give careful training to the pupils under them.

Art Subjects. In addition to these common branches there are Orthography, Penmanship, Reading, Music and Drawing. These are special branches in several respects. They are especially important for the young teacher, and we give them special attention. Too many young people are disposed to neglect them for the so-called "common branches." These special branches are to be thoroughly mastered, too. It is enough to say that they will be presented in such a way as to enable one to master them and to teach them. We are especially interested in Public School Music and urge all teachers to take it.

Academy Branches, Algebra, Physics, Economics, English, Elementary Science, etc., are taken with the regular Academy classes, and are found described under the topic, "Description of Academy Courses of Instruction," on page 69.

Professional Branches. These studies relate especially to the teacher's preparation for his work. The State Board re-

quires that those claiming the three points in estimating salaries should pursue some such course through a term of at least twelve weeks. One of these courses and the training work in the common branches described above, fully meet the requirements. This can easily be done in one semester.

1. Elementary Psychology.

This work is based on a study of the nervous system and the brain, as well as the special senses and their training and development. Ample time is given to perception, conception, memory, imagination, the emotions, the will, habits and the inductive and deductive methods of reasoning.

2. Didactics.

The young teacher should not undertake to teach without some knowledge of this subject. It includes the simple rules and principles of school management, of psychology, and of methods of teaching. It not only helps one to pass the examination, it also helps one to get started out right in the work. "Well begun is half done."

3. Manual Arts and Domestic Science.

This may not be thought a professional subject. It is necessary for good school work, especially in the rural schools. It, therefore, becomes a subject pursued in a professional spirit; that is, with a desire to go beyond the requirement of the law and excel in a great profession. Every rural teacher will be required to pass an examination in Domestic Science after July 1, 1915.

4. Agriculture.

What is said above applies as well to agriculture. Most of the young people taking this course will teach rural schools. Many of them were reared in town and know little of the great industry of our rural people. They owe it to the profession, to acquaint themselves with the Art and Science of Agriculture. The nature work presented in the Elementary Science, and the special work in Practical Chemistry and Sanitation, further fit for successful teaching. Teachers will be required to pass an examination in Agriculture also after July 1, 1915.

GRADUATION

Those completing this course will be admitted to the State Certificate course, and will also receive a certificate setting forth the amount and character of the work done. They will find themselves amply prepared for examination for first-class uniform county certificates.

STATE CERTIFICATE COURSE**First Year****FIRST SEMESTER**

Latin or German
Plane Geometry
Composition and Rhetoric 3
Classics 2
General History
Physical Training

SECOND SEMESTER

Latin or German
Review of Algebra or Geometry
Composition and Rhetoric 3
Classics 2
Botany
Physical Training

Second Year**FIRST SEMESTER**

Latin or German
Psychology
American History
Public Speaking

SECOND SEMESTER

Latin or German
School Management
Economics, History of U. S., or
Commercial Geography
Vocal Music and Drawing

Third Year**FIRST SEMESTER**

Literature, English and
American
Physics
Methods in Geography and
Elementary Science
Principles of Education
Rhetorical Practice

SECOND SEMESTER

Literature, English and
American
Sanitation
Methods in Grammar and
Reading
History of Education
Rhetorical Practice

DESCRIPTION OF THE WORK OF STATE CERTIFICATE COURSE

Aim and Admission. This course, with the requirements for admission, affords ample preparation for a State Certificate, as well as much other work invaluable to the profession. It is made in agreement with the recommendation of the State Educational Board of Examiners.

Admission to the course may be upon first-class uniform county certificate; upon passing written examinations, under the college authorities, in the sixteen first-grade certificate subjects with an average of eighty-five per cent.; or upon completing the Uniform Certificate Course, in which case one will have fully met all the above requirements.

Scholastic Branches. All the general courses—Latin, German, Geometry, Botany, Physics, Rhetoric, Literature, etc.—are given thorough attention from both the academic and pedagogic standpoint. No amount of skill in imparting can make amends for deficiency of knowledge, nor can the reverse be true. Both are kept constantly in mind.

Art Subjects. The Drawing, Vocal Music, Rhetorical Practice, Elocution, and Physical Training, given in this course, with the Orthography, Penmanship, and Reading, given in the Preparatory Course, afford a wealth of art work which greatly enhances the value of the teacher's training. The Rhetorical Practice consists in active participation in literary society work under the supervision of faculty members during the prescribed time.

Professional Branches. Following is a brief statement of the professional teacher's work incorporated in this course:

1. School Management.

Here we study the teacher's preparation, conduct, and habits as factors in the management of the school. Courses of study, programs, classification, promotion, government, heating, lighting, ventilating, and many other problems of interest are taken up. Frequent reports, papers, and discussions enliven the work. A standard text is used.

2. History of Education.

One semester is given to this work. The first part of the semester is devoted to a general view of the subject, including a study of Primitive, Oriental, Classical, Early Christian, and Modern Education, as well as a study of the lives and teachings of prominent educators of all ages and countries. The latter part of the course is more especially devoted to the history of education in our own country, and to the rise of our system of education, devoting particular attention to the school system and school laws of Iowa. Much supplementary work is done in this course.

3. Psychology.

This is a thorough, general course in the science, and, like the other professional work here described, is open only to those who have completed the professional work in the

Preparatory Teachers' Course, or its equivalent. Texts of college standard are used as a basis, while the library is drawn upon liberally for additional research.

4. Methods.

The principles of the science of education are clearly set forth as a basis for the methods employed in the art of teaching. Particular attention is given to the study of methods and devices employed in the branches mentioned in the course. Special assignments are made, such practical applications are made as circumstances permit, and visiting and observation are employed to supplement the work. Text-books are used in addition to much work prescribed in the class. This procures solidity, consistency, and permanency in the work, as well as flexibility.

GRADUATION

Those who complete this three years' course receive a diploma in recognition of the work done.

THE COLLEGE TEACHERS' COURSE

More than one-half of the high-school teachers to-day are college graduates. The per cent. is rapidly increasing, and the time is at hand when a college education is the minimum demand made upon the teacher who would rise high in his profession. Leander Clark College is accredited by the State Board of Examiners and her graduates who make the requisite amount of professional work may obtain first-class State certificate without examination. For a description of this work, see "Department of Education," on page 63.

THE COLLEGE OF MUSIC

FACULTY

MARION R. DRURY, A. M.
President

ALBERT T. ARENDS, A. B.
Director

LAWRENCE R. MATHERS
Teacher of Voice

MAUDE BRUSH
Assistant in Piano

HENRY W. WARD, A. M.
English

M. ELIZABETH APPLETON, A. M.
Modern Languages

L. CURTIS GUISE, A. M.
History

ETHEL A. GROSE
Expression

THE COLLEGE OF MUSIC

GENERAL STATEMENTS

The College of Music has its own building, Bright's Memorial, which it has occupied for a quarter of a century. This building is centrally located, and contains twelve rooms devoted to the Conservatory and Art Departments, including the Concert Hall. Several improvements have lately been made in the building, notably the installation of a thoroughly adequate heating system and the remodeling of the stage in the Concert Hall. All college and class plays and most of the smaller concerts and contests are now given in Phillips Music Hall. The larger concerts are given in the United Brethren church, which is only a few steps distant, and has a seating capacity of seven hundred. In this church is the two-manual organ used by the Conservatory. The music is furnished by a quartet choir under the direction of the head of the Voice Department.

One of the strong arguments in favor of study in a College Conservatory over that in a detached school, or private studio, is the opportunity afforded the student of taking musical and literary work at the same time. Conservatory students have the same privileges as those of other departments, and are urged to avail themselves of the advantages so conveniently at hand. The attention of college students is called to the fact that credit is given toward the degrees of Bachelor of Arts and Bachelor of Science, on all theoretical work done in the Conservatory. The table of credits is given under General Information.

CURRICULUM

The Conservatory curriculum includes Pianoforte, Pipe-Organ, Voice, Violin, Harmony, Theory, Musical History, Ear Training, and Sight Singing.

PIANOFORTE

Pupils of any degree of proficiency may enroll in the Piano Department; especial care is given to beginners. The complaint is frequently heard that when a pupil enrolls with a new teacher he is made to start at the very beginning. In many cases this appears to be true, because the very first principles of piano technic are the ones most likely to be overlooked. With these principles well in hand, however, progress will be as rapid as the natural ability and industry of the student will allow, and all previous work will tell in the end.

Two lessons of half an hour's duration are given each week. In case of necessity, one lesson a week may be taken, although the more frequent lessons are far more satisfactory. It should be remembered that the lesson is valuable only because it is an opportunity for comparing the pupil's work with the teacher's model.

It is our aim to turn out not only good pianists, but good musicians—students with an awakened interest for all that is best in music, and an appreciation of that broad musical foundation without which there can be no real culture.

A course of study must necessarily be more or less elastic, since no two students present the same problems to the discriminating teacher, and each must be given such treatment as will best suit his individual needs. Perfect flexibility of finger, wrist, and arm are sought, and a musical tone is cultivated from the very start. Technical exercises are freely used in bringing this about. Studies not in the prescribed courses are used when needed, and compositions by the best classic and modern writers are studied. The following course is representative of the ground expected to be covered by each candidate for graduation, and, so far as he goes, by each student of piano:

Preparatory Grade.

Major and minor scales in varied forms and rhythms, arpeggios, and preparatory octaves Doring Op. 24; sonatinas by Clementi and Kuhlau; etudes by Bertini, Brauer, and Duvernoy; lighter compositions of Mendelssohn, Mozart, and Schumann.

Intermediate Grade.

Bach Inventions; etudes by Czerny and Heller; octave studies by Wolff and James H. Rogers; sonatas by Haydn and Mozart; pieces by Godard, Moskowsky, and Schutt, as well as the classics.

Advanced Grade.

Bach suites, preludes, and fugues; Kullak octaves; etudes by Cramer and Jensen; Beethoven sonatas; compositions by Chopin, Schumann, Liszt, MacDowell, and others.

PIPE ORGAN

The purpose of this department is to fit students for church positions. There are more positions than there are competent organists to fill them. Only those who are well grounded in piano technic should commence the study of the pipe organ. Following is a representative course of the work expected to be covered by candidates for graduation:

Preparatory Grade.

Roger's Graded Materials for the Pipe-Organ; Clemen's Modern Pedal Technique; Rheinberger Trios.

Intermediate Grade.

Nillson's Pedal Studies; Rheinberger Sonatas; Merkel Trios; Bach's Shorter Preludes and Fugues; modern pieces for the organ.

Advanced Grade.

Special Pedal Studies; Bach Trios and Great Preludes and Fugues; Mendelssohn and Guilmant Sonatas; Concert Pieces.

With this course the student is given practical work in hymn and service playing. Besides the regular theoretical work required of all students, the organ pupil is advised to take at least the two-term course of Simple Counterpoint.

VOCAL DEPARTMENT

The study of singing with its broadening interests is becoming a matter of more than ordinary importance. The

voice, the universal vehicle for the expression of thought and emotion, can attain its most beautiful development only in the art of singing. Only through correct breathing, proper breath control and a full relaxation can one obtain the fullness and purity of tone so requisite to the singer.

The production of pure and resonant tone is the purpose of this course of instruction. The work is broadly based on the best methods of the old masters. Especial attention is also devoted to distinct and easy enunciation, which requires perfect vowel sounds and distinct consonants, and to artistic interpretation.

It is impossible to set down any list of studies to be strictly adhered to, as the needs of the individual pupil must be consulted and the studies varied accordingly. An idea of the work covered may be obtained from the following:

Grade I.

Breathing exercises, tone placement, exercises especially adapted to the individual; Panofka Vocal A, B, C; Concone Op. 11; easy songs and ballads in English, all songs to be committed to memory.

Grade II.

Studies for all voices by Panofka Op. 85; Concone Op. 10 and 17; songs of the modern English and old classics; arias from the Italian Opera.

Grade III.

Panofka Op. 81; Concone Op. 12; Operatic and Oratorio selections and classical songs. Pupils must be able to play accompaniments well and read vocal music at sight; must have a general knowledge of the best music of the day, and are required to sing an aria in French, German, or Italian, without notes.

SIGHT SINGING

A sight singing class is conducted for the study of musical rudiments and of the earlier stages of singing. All conservatory students are advised to enter it, irrespective of their vocal ability. Instrumental students have need of this as much as vocal students, as it has direct bearing on piano and

other musical studies. It is preparatory to private vocal study and to ordinary singing in church and home.

VIOLIN DEPARTMENT

Preparatory Work.

De Beriot Method, Book I.; Hofmann Op. 25, Book I.; Bohmer Op. 54; Alard Op. 10, Book I.; Wohlfhart Op. 45, Book II.; Blumenstengel Scales and Arpeggios, I.; Alard Op. 10, Book II.; Dancla Op. 68; Hofmann Op. 51. Easy solos—Sawyer, Kriens, Kern, Franklin, Dancla.

Junior Work.

Sevcik Trill Studies Op. 7, Book I.; Mazas Op. 36; Hermann, Easy Studies in Double Stopping; Schradieck, School of Technic, Part I.; Dont, 20 Progressive Exercises; Sevcik Op. 8 and Op. 9; Kreutzer, 42 Etudes; Sevcik, Bowing; Sevcik, Trill Studies Op. 7, Book II.; Solos from Mittell's Classics, etc.

Senior Work.

Fiorillo; Sevcik; Rode, 24 Caprices; Gavinies, 24 Studies. Solo work on Concertos, etc.

A period of not less than three years' regular work required for graduation.

A class in Ensemble playing is maintained throughout the school year. Violin pupils admitted without extra charge. Outside violin players admitted for a nominal sum.

The instructor of this department makes a specialty of work with children.

BAND AND STRING INSTRUMENTS

Good tone production and clear intonation will receive a large share of attention. Studies and special technical exercises will be given to meet the needs of the individual. It will be the purpose throughout the course to work, not only for technical proficiency, but also for a higher and broader plane of artistic conception and interpretation.

Students are encouraged and helped in ensemble playing, receiving special attention in duet, trio, and quartet work without extra charge.

As soon as the students are capable they are admitted to the orchestra or band, and receive private training and coaching without extra fee.

THEORETICAL STUDIES

All theoretical studies are taught in classes. In cases of necessity the work may be taken in private, but this is not advised. All classes have recitation periods of one hour in length and meet twice each week. The students are graded on their daily work and at the end of each semester written examinations are held. Failure to take an examination forfeits the pupil's grades for that semester. College credit is given for any of these subjects when completed. The table of credits is given under General Information.

The course in the History of Music requires one year to complete. The text used is Hamilton's "Outlines of Music History," and a certain amount of outside reading is required. The student is led from the beginnings of music, through the work of the early church writers, the opera, oratorio, the classic and romantic composers, and down to the present time. Representative works of the great composers are played over in class whenever possible.

Requirement for graduation in voice department is completion of a two-year course in Harmony (Heacox and Lehmann's "Complete Harmony"), also History of Music and ear training.

A thorough study of the scales, intervals, chords, harmonization of melodies, and modulation is made. Special opportunity is given for work at the piano.

Harmonic Analysis and Form follow the Harmony Course and require one year's work. Analysis deals with the construction of chords as found in classic and modern compositions. The text is Lehmann's "Harmonic Analysis." One semester is devoted to the study of musical forms, and practice is here given in original composition. Bussler-Cornell's "Form" is the basis for this course.

Ear training is a one-semester course and may be taken any time after the student has finished the first semester of Harmony. The text is Heacox's "Ear Training."

GENERAL INFORMATION

Entrance.

Pupils are urged to enter at the opening of the semester, but they may register at any time for the unexpired portion of the term. Tuition fees are payable in advance, and at the first lesson the student is expected to show his receipt bearing the signature of the registrar of the college.

Missed Lessons.

There will be no deduction made for absence from lessons during the first or last weeks of any semester. No lessons will be made up unless the student notifies the teacher before the time for his lesson that he cannot come and gives a satisfactory reason. Lessons are not given on college holidays.

Reports.

Inquiries as to the work or standing of students may be made of the director at any time, by parents or guardians; to such inquiries a frank statement will be made.

Concerts.

The recitals by members of the faculty, of which several are given each year, are among the most valuable features of the Conservatory work. Excellent artists and concert companies are brought here from time to time, and students are urged to hear them, since affording a standard for comparison, they show what is to be sought after and what avoided.

Student Recitals.

To banish stage fright and acquire ease in the presence of the public, several student recitals are given each semester. Every pupil is expected to take part in these affairs with a memorized selection when a part is assigned by the instructor. Attendance at these recitals is required from every conservatory student.

Books and Periodicals.

A number of books upon musical subjects are found on the shelves of the library. In the reading-room are kept files of the *Musical Courier* of New York and the *Etude* of

Philadelphia. Students are encouraged to use these helps to musical culture.

Rules.

Conservatory students are subject to the same rules as govern the college students, and enjoy the same privileges.

Children's Classes.

A class in Piano Instruction in the form of hour lessons twice per week, though in some cases lessons may be taken once per week, but in such cases progress is of necessity much slower, is conducted by Miss Maude Brush, Piano Assistant.

Piano lessons, twenty lessons, \$10.00.

College Credit.

Credit will be given toward the degrees of Bachelor of Arts and Bachelor of Science for all theoretical work done in the Conservatory, but no credit can be given for any of these courses unless taken in its entirety.

Harmony	6 hours
Harmonic Analysis and Form	4 hours
History of Music	4 hours
Ear Training	2 hours

Requirements for Graduation.

Each candidate for graduation must be of college rank, must complete the required theory; that is, Harmony, Ear Training, History, and Analysis and Form, and give an acceptable recital of about an hour's duration, in his or her major subject during the senior year. The individual requirements for these programs are left with the head of each department, and must be approved of by the Conservatory faculty.

TUITION

Piano, Organ or Voice—

	Each Semester
Two lessons a week.....	\$27.00
One lesson a week.....	19.00

Violin—

Children:

Two lessons a week.....	\$17.00
One lesson a week.....	9.50

Adults and children over fourteen:

Two lessons a week.....	\$24.00
One lesson a week.....	14.00

Theory—

Harmony, Theory, Musical History, Public School

Music and Ear Training in Class.....	\$ 9.00
Private Half-hour lessons.....	12.00
Sight Singing	7.50

Piano Practice—

One Hour a day.....	\$ 4.50
Two Hours a day.....	6.00
Three Hours a day.....	7.50
Four Hours a day.....	8.50

Organ Practice—

One Hour a day.....	\$ 5.00
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A fee of five dollars is charged for the graduation diploma.

THE BUSINESS COLLEGE

FACULTY

MARION R. DRURY, A. M.

President

SPENCER C. NELSON, A. B.

Principal

ROBERT E. GUTHRIE

Assistant

Bookkeeping, Business Practice

SPENCER C. NELSON

Shorthand and Typewriting

JOHN FRANK YOTHERS, A. M.

Commercial Arithmetic

ETHEL A. GROSE

English Grammar

THE BUSINESS COLLEGE

The Business College embraces the School of Commerce, including Bookkeeping, Business Practice, and Commercial Law, and the School of Shorthand and Typewriting.

EQUIPMENT

The Business College occupies commodious compartments, with well-lighted rooms, in the main college building. These rooms are thoroughly equipped and well suited to good work. A Burroughs Adding Machine belongs to the equipment of this department. The facilities for thorough training in present-day business methods and practice are excellent.

The methods in use in all kinds of business, from those of the ordinary retail merchant to those of the great wholesale establishments, manufacturing corporations, transportation companies, and banking institutions, are clearly and thoroughly presented.

ADVANTAGES

Beautiful and healthful location; complete equipment; a strong and experienced faculty; opportunities of taking studies in regular college classes; access to the College Library; advantages of athletics, the literary societies, Christian Associations, with their courses in Bible and Mission study. Thus along with a good business training there are offered some of the best things to be had in college life, and not to be found in schools giving only business courses. These advantages are deserving of special consideration.

ENTRANCE REQUIREMENTS

No entrance examinations are required, but all graduates must have a thorough knowledge of the common branches.

COURSES OFFERED

Short Course.

This is a general course aiming to give the student a general knowledge of the principles of Bookkeeping. Business forms and papers are used such as would be required in the ordinary mercantile business. The student is taught the use of the Journal, Ledger, Cash Book and Sales Book.

The course embraces the following subjects: Bookkeeping; Business Arithmetic, English Grammar; Business Letter Writing; Spelling and Defining; Business Penmanship; and Commercial Law.

This course requires from four to seven months to complete, depending upon the ability and previous education of the student.

Advanced Course.

This course is for the student who wants to specialize. It must be preceded by the Short Course. It consists of advanced work in the Theory of Accounting and Allied Subjects. All students taking the Short Course are urged to continue with their work and take up the Advanced Course, for in this day and age a general knowledge is not sufficient. It is the man who has especially prepared himself that gets the position. This course teaches modern and up-to-date methods of conducting a business. The student may branch off in such particular business as he desires. He may take up Banking, Wholesale Accounting, Corporation Accounting, etc. Along with this course is given Business Arithmetic; Rapid Calculation; English Grammar; Orthography; Commercial Geography; and Commercial Law.

College courses in Economics, Money and Banking, etc., may be elected in addition to the above.

Each student is required to put in three hours a day, five days a week, working on his books.

POSITIONS FOR GRADUATES

We cannot guarantee to secure positions for all of our graduates; no trustworthy school does so. We will, however, aid our students in securing employment, and we have no hesitancy in asserting our confidence that no young man

or young woman who, by completing the courses in this school, has qualified himself or herself for service in the business world, need ever be without employment.

TUITION AND FEES

Tuition is \$30 for each semester.

A diploma fee of \$2.50 is charged all graduates in either course.

A fee of twenty cents a week is charged while the student is taking Office work.

The books for the Short Course will cost about \$10; for the Advanced Course about one-half more.

SHORTHAND AND TYPEWRITING

Just a word to those who are climbing. Never has the demand been so great in the commercial world, as at the present time, for ambitious and competent stenographers. Many young people have already availed themselves of the opportunities afforded by the constantly-increasing business interests of the country, yet the cry is going up all over the land for more and better-qualified office assistants. But while the demands and requirements are more exacting each year, these are in turn balanced by a corresponding increase in salary. Competent stenographers are always in demand at wages varying from \$50.00 to \$250.00 per month.

The time and money spent in learning shorthand is very small compared with the returns, for no other profession, so worthy and profitable within itself, affords such opportunities for advancement. Many men who are holding positions of honor and trust to-day owe their prominence and success to their early knowledge of shorthand.

The young man who is employed as a stenographer in the office of some commercial enterprise, and who proves himself ever faithful and alert to the best interests of his employer, is the one who is promoted from time to time and is finally given an opportunity to become a member of the firm, if he so desires.

The practical experience which a young man receives from constant contact with first-class business methods will be of

inestimable worth should he determine later on to embark on a business career for himself.

The standard Graham-Pitman System is taught. It is enough to say for the merits of this system that it is used by at least half of the reporters of this country.

The advancement of the student in this work depends entirely upon his or her ability and the amount of time given to the preparation of each lesson.

The first work in the course is to master the principles as set forth in the textbook, which are firmly fixed in the mind by repeated daily drills in writing and reading exercises. After the student is able to apply the principles readily in writing words and short sentences, more advanced dictation is given, including business letters, court testimony, speeches, etc. All the work of the advanced students must be transcribed on the typewriter from the shorthand notes, after which it is corrected and approved by the teacher in charge.

That this department is first-class and up-to-date in every respect is shown by the fact that a large per cent. of our graduates are "making good" and are holding positions at good salaries in a number of the leading cities and towns of the United States.

We teach the Touch System, and speed and accuracy must be attained before the completion of this course. Touch typewriting is universally recognized in all standard schools as the only correct method. This system is very readily acquired, and constitutes the use of all the fingers, and the location of the keys by touch rather than by sight.

Students taking the Shorthand course should by all means take English Grammar and Orthography. The competent stenographer is the one who can spell correctly, who can punctuate and paragraph, and if need be can answer business letters in a business way without having them dictated by his or her employer.

This is a year's course and all students are urged to enter at the beginning of the fall semester. No student will be admitted to a shorthand class except at the beginning of a semester.

Daily recitation in shorthand. Each student is required to practice two hours per day on the typewriter.

OFFICE DRILL

Students are taught to arrange in proper form all kinds of business letters and legal papers. They are also taught to care for the machine, how to use the mimeograph, and to make copies by the use of carbon paper. The more advanced pupils are frequently given dictation at the machines for the purpose of developing speed.

MACHINES USED

This department is finely equipped with new Underwood typewriters. There is no extra charge for the use of the machines.

TIME TO BEGIN

Students may enter at any time, though it would be better, if possible, to enter at the beginning of a semester, as new classes are then formed.

DIPLOMA

A diploma fee of \$2.50 is charged all graduates of either course.

No one will be granted a diploma from either of these courses who has not a good knowledge of the common English branches.

Those taking shorthand and typewriting may include in this course arithmetic, penmanship, spelling, and business English without extra charge.

We solicit correspondence with all who desire a thorough course in Shorthand and Typewriting.

TUITION

Tuition for each semester, \$30.00.

SCHOOL OF ORATORY

FACULTY

ETHEL A. GROSE

Principal

Elocution, Oratory and Public Speaking

HENRY W. WARD, A. M.

English Literature

SCHOOL OF ORATORY

The aim of the School of Oratory and Expression is not only to awaken in the student a higher appreciation of what is best and noblest in life, literature and art, but to a realization of his own possibilities, and to give such direction to his training that he may more nearly attain them.

The full course embraces two years of class work in addition to two years of private instruction, and includes expressive physical culture for health, strength and endurance.

TRAINING OF THE BODY

1. For Harmony of Action. Exercises for liberating the muscles set in opposition by self-consciousness, that they may respond freely to each impulse of the soul.

2. For Co-ordinate Action. Exercise for bringing thought, feeling and will into unity.

TRAINING OF THE VOICE

We train the voice for strength, durability and sympathetic expression.

1. For voice production we must have: Diaphragmatic Action, Throat and Chest Expansion, Tone Direction.

2. For voice development we must have: Vibration—Chest, Pharyngeal and Dental, Concentration and Reflection of Tone, Range of Pitch and Registers. These must be obtained without fatigue to the organs of speech, sore throat or hoarseness.

3. For voice culture we must have: Rhythm, Modulation, Transition and Blending, Conception and Sensibility of Emotions and Tones.

SORE THROAT AND HOARSENESS

Teachers, lawyers, lecturers and clergymen are often troubled with sore throat and hoarseness, due to improper use of the vocal organs and wrong breathing. The treatment

demands: Proper Diaphragmatic Action, Tone Direction and Vibration, Throat Expansion and Relaxation.

DEFECTIVE SPEECH

Special care is given to all forms of defective speech. The individual needs of the student are discerned and a series of exercises given each pupil.

PRIVATE INSTRUCTION—ENROLLMENT

Students who desire private instruction should endeavor to make such arrangements with the Principal at the beginning of each semester. Tuition for private instruction is required in advance. No deduction will be made for lessons lost by the pupil's negligence or for absence the first or last week of the semester; and only in case of protracted illness will tuition be refunded for the remainder of the term.

PUBLIC RECITALS

The department aims to put on two or more public recitals each year, at which time the various students are required to appear in public, either in readings, sketches or plays. This affords valuable experience for the students by giving them greater ease and less embarrassment when appearing before an audience.

GRADUATION

Those who have completed the two years' course in a satisfactory manner and have given a recital for graduation will be granted a diploma of the School of Oratory and Expression. Diploma fee, \$2.50.

COURSE IN ORATORY AND DEBATE

This course deals chiefly with the art of public speaking, cumulation, cogent and logical arrangement of thought and argument, the theory of gesture, and the effectiveness of expression.

Throughout the entire course the student must seek to acquire a distinct articulation and a naturalness of manner

that will win the respect and attention of his auditors. Special attention is given to voice training in its relation to Quality, Force, Time, Pitch and Glides, and their importance to pleasing and effective delivery.

1. Styles of Delivery. Colloquial, Impassioned and Elevated. Study of naturalness.

2. Extemporaneous Speaking. Students are practiced in many kinds of discussions, debates and narratives in order to develop the ability to think while standing, and to eradicate faulty mannerisms.

3. Oratory. Kinds: Forensic, Deliberative, Pulpit and Lyceum. Study of orations, style of construction, general ends, means for effectiveness, committing and rendering of several good orations by noted authors.

Throughout the year. Four hours a week.

Credits. All regular students of the college will be allowed credits for one year's work in Oratory and Debate, and for one year's work in Expression. Students who have had one year's work in Oratory and Debate, and wish to complete the course in Expression, will be given credit for the first year's work in Expression.

All students who wish to graduate from the department must have at least eighteen Academy credits and one year of English in addition to the two years' work in the department.

TUITION

All class work in Oratory and Expression is covered by college tuition.

Private Instruction—

Two lessons a week for semester.....	\$32.50
One lesson a week for semester.....	18.00
Special training on orations, etc., per lesson..	1.25
Children under fourteen (one-half hour lessons):	
Two lessons a week for semester.....	\$21.50
One lesson a week for semester.....	12.50

TEXTS USED

First Year: Cumnock Reader.

Second Year: Rhetoric of Oratory, Pearsons; Argumentation and Debate, Ketcham.

SCHOOL OF ART

GENERAL ADVANTAGES

The Art Department of Leander Clark College offers instruction to each individual student according to his need in fitting him for his chosen branch of artistic effort. Each student is personally directed in his work, not according to a fixed course of study, but with a view to accomplishing the best results in the shortest time. It is the aim of the school to provide this opportunity for the purpose of artistic culture. The work is broad in its scope, including study of light and shade, composition and color perspective, the anatomy of the human figure, and also drawing and painting from cast, still life, nature, and copying in various mediums, such as pencil, charcoal, oil, water-colors, etc. Special attention is paid to the decorative arts.

PUBLIC SCHOOL DRAWING

Another and very important aim is to fit students for teaching drawing in the public schools. The department conducts the course in elementary drawing prescribed by the College in its regular Teachers' Course. In addition to this shorter course, more extended training will be provided for those who wish to prepare themselves for teaching art in high schools.

Students who wish but a little work may choose their subject and medium, and enjoy art as an accomplishment, although they may not be able to give it thorough study.

The Studio, located in the Conservatory Building, is furnished with plaster casts from the antique, casts of fruits and flowers, geometrical models, outlines and shaded studies for drawing from the "flat," and selected studies for painting in oil and water-colors, and for charcoal drawings.

An exhibition of work done by students will be held once a year, usually during Commencement week.

CLASSES

Drawing Class. Drawing from cast, still life, and nature, in charcoal, pencil, and crayon.

Painting Class. Painting from still life and nature, or copying in oil or water-color.

Classes in China Painting will also be arranged.

TUITION

Painting in oil, water-colors, or china, twenty lessons. \$10.00

Charcoal and pencil drawing, twenty lessons. 8.00

DEPARTMENT OF PHYSICAL TRAINING

SPENCER C. NELSON

Director and Coach

ETHEL A. GROSE

Physical Culture for Women

DEPARTMENT OF PHYSICAL TRAINING

GENERAL STATEMENT

The Department of Physical Training is now approaching a complete system under the guidance of the Faculty Committee on Athletics and Physical Training. It is aimed to give all students some form of systematic exercise under competent direction. The department seeks to promote physical well-being among the students as a whole and thereby to increase their mental efficiency. A Physical Director who, by virtue of his position, becomes a member of the Faculty, gives personal supervision to all activities of the department. As need arises competent assistants are appointed to assist in instruction.

MEDICAL EXAMINATION

At the beginning of each term a Medical Examination is given to each student. Especial attention is paid the condition of the heart and lungs, and an attempt is made to detect any organic trouble that may exist, or toward which the student may show a tendency. Advice is given as to the kind and amount of exercise that should be taken. A chart of the physical condition is furnished each student. A nominal fee of fifty cents a semester is charged toward defraying the expenses of the examination.

COURSES FOR MEN

Gymnasium classes are planned to give the men systematic development throughout the year. So far as possible, exercise will be prescribed to suit individual needs. Students who take regular exercise at some physical labor or who elect systematic training in some department of athletics, may be excused from gymnasium classes.

Football occupies the first ten weeks of the first semester. The work is under the direction of a competent teaching and training force, and a suitable schedule is provided.

Basket ball is the chief winter sport. The gymnasium affords a splendid floor for this, and coaching and training facilities are supplied in this as in other sports.

Baseball is played in the spring. Class games are employed to stimulate interest and develop material, and a suitable schedule of intercollegiate contests is provided.

Track shares with baseball the activity of the spring. Though not always planned for, when there is sufficient demand for it, it furnishes a most fascinating and profitable recreation.

Tennis courts are provided for this sport. Intercollegiate contests will be provided as the interest and material warrant them.

COURSES FOR WOMEN

Gymnasium classes are conducted throughout the year, consisting of wand, dumb-bell, and Indian club drill, and marching exercises. All young women not taking other systematic exercise are expected to join these classes.

Basket ball is played by the young ladies during the first semester. No intercollegiate contests are provided, as past experience has determined the faculty in the wisdom of this position.

Tennis affords opportunity for athletic activity during the fall and spring. Two excellent courts for women are furnished and kept in order.

DEGREES CONFERRED IN 1914

DOCTOR OF DIVINITY

The Rev. Charles W. Brewbaker, Dayton, Ohio.
The Rev. M. O. McLaughlin, York, Nebraska.

MASTER OF ARTS

Frank J. Browne, Boulder Creek, California.

BACHELOR OF ARTS

Florence Helen Bridge, Toledo, Iowa.
E. Lois Conant, Toledo, Iowa.
Leda Carlton, Toledo, Iowa.
Marjorie Jackson, Tama, Iowa.
Leigh Howard Ladd, Traer, Iowa.
Guy C. Miller, Winnebago, Minnesota.
Hal Vivian Riggs, Castalia, Iowa.

STUDENTS

COLLEGE

Seniors

Thomas J. Barnes.....	Lovilia
Paul E. Dickensheets.....	Toledo
Lewis Earl Greene.....	Toledo
Harold Jay Ingham.....	Toledo
Mabel Kepler.....	Toledo
Luman Kubias.....	Gladbrook
William H. Lauderdale.....	Tama
Mabel Vera Sones.....	Anamosa
Jess L. Tomlinson.....	Tama
Phyllis Ward.....	Toledo

Juniors

Marie Coyle.....	Tama
Joy Dexter.....	Toledo
Merle C. Green.....	Toledo
Lloyd M. Hanna.....	Conrad
Paul B. Ingersoll.....	Toledo
Floyd E. Marken.....	Toledo
R. Floyd Robson.....	Toledo
Ruth Allie Steele.....	Riverside
Max Field Ward.....	Toledo

Sophomores

Purl S. Appelgate.....	Toledo
Holman J. Allen.....	Toledo
Gertrude Breaw.....	Toledo
Jacob Charles Firkins.....	Moravia
Insko A. Friday.....	Richland Center, Wisconsin
Robert E. Guthrie.....	Woodward
Pauline Harold.....	Toledo
Ruth Hanson.....	Toledo
Mamie Hooper.....	Gladbrook
Eula Lichty.....	Toledo
Earl Lyon.....	Toledo
Thomas McMillan.....	Toledo
Mamie Marken.....	Toledo
Curtis Mowbray.....	Vinton
Austin Chauncey Repp.....	Clear Lake, Wisconsin
Marian Speake.....	Toledo

Sara Scanlan	Manchester
Nilva Smith	Richland Center, Wisconsin
Dale Thomas	Toledo
Cecil Haines Thompson	Toledo
Irene Walter	Gladbrook
Archie Yonge	Toledo

Freshmen

Hannah Arends	Melvin, Illinois
Lucille Baldwin	Toledo
Estella Born	Toledo
Gay Douglas	Lehigh
Mable Dawson	Sumner
Gertrude Houdyshell	Tama
Marie Houdyshell	Tama
Vincent King Holcomb	Fowler, Kansas
Estella M. Harrison	Hutchinson, Kansas
Eloise Jackson	Tama
Harper Kreiser	Toledo
Flossie Lease	Sumner
Opal Mills	Gilson, Illinois
Paul V. Mills	Gilson, Illinois
Margaret Muirhead	Toledo
Alfred B. Owen	Toledo
Coyne Oldham	Toledo
Ora H. Prather	Independence, Kansas
Bessie Riggs	Castalia
Harry S. Robson	Toledo
Clement A. Sones	Anamosa
Lewis Trussell	Albia
Anna Walker	Toledo
Hazel Walker	Toledo

SPECIAL STUDENT

Jutaro Hayakawa	Seattle, Washington
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ACADEMY

Warren Leslie Beck	Trenton, Missouri
Paul V. Clark	Des Moines
Catherine Connell	Toledo
Raymond M. Dalbey	Vining
Fern Dobson	Le Grand
Mabel Dick	Stanhope
Clarence E. Dick	Stanhope
Raleigh W. Dolen	Westby, Wisconsin
Lucille Fisher	Montout
Vinnie Gull	Colesburg
J. Max Gutshall	Van Meter

Arthur Houghtaling.....	Grimes
Louis Hruska.....	Cedar Rapids
Ruth Johnson.....	Akron
Stella Kubik.....	Toledo
Milo Kupka.....	Vining
Branson Madding.....	Toledo
Mildred Patterson.....	Laurel
Leonard Paulu.....	Vining
Steward Reed.....	Tama
Anna Gertrude Riggs.....	Muscatine
Harold H. Stark.....	Lundgren
Otto Sokol.....	Vining
Floyd J. Sarff.....	Browerville, Minnesota
Cleo R. Smith.....	Gallatin, Missouri
Roy H. Walter.....	Conrad
Harry Whitesell.....	Browerville, Minnesota
Pearl Whitesell.....	Browerville, Minnesota
Edward West.....	Turtle Lake, Wisconsin
Y. Yabuchi.....	Des Moines

NORMAL

Daniel E. Burke.....	Epworth
Mary Bellkofer.....	Little Black, Wisconsin
Grace Bear.....	Toledo
Keitha Dobson.....	Garwin
Vera Haynes.....	Garwin
Edna M. Johnston.....	Chelsea
Arthur Kubicek.....	Long Point
Elsie Morgart.....	Newburg

COLLEGE OF MUSIC

PIANO

Irma Appelgate.....	Toledo
Pearl Bailor.....	Perry
Mary Bellkofer.....	Little Black, Wisconsin
Elsie Bowman.....	Toledo
Verda Bowman.....	Toledo
Orva Bowman.....	Toledo
Mabel Crossman.....	Toledo
Gay Douglas.....	Lehigh
Mabel Dawson.....	Sumner
Fern Dobson.....	Le Grand
Esther Dodd.....	Toledo
Alethea Elliott.....	Toledo
Vinnie Gull.....	Colesburg
Grace Gary.....	Montour

Irma Green.....	Toledo
Leota Green.....	Toledo
Mamie Hooper.....	Gladbrook
Pearl Head.....	Toledo
Bert Hulbert.....	Portsmouth, Ohio
Louise Kuhner.....	Toledo
Ruth Kubic.....	Toledo
Eula Lichty.....	Toledo
Mamie Marken.....	Toledo
Ada Miller.....	Gladbrook
Martha Miller.....	Gladbrook
Lucille McMahon.....	Toledo
Hazel Morrison.....	Fisher, Illinois
Hazel Mason.....	Toledo
Nelle Mericle.....	Toledo
Alba Petra.....	Toledo
Anna Gertrude Riggs.....	Muscatine
Regina Russell.....	Toledo
Zelic Sime.....	Toledo
Eliza Townsend.....	Garwin
Marian Speake.....	Toledo
Claire G. Walters.....	Browerville, Minnesota
Appleton Wenkstern.....	Toledo
Grace Wade.....	Toledo

THEORY

Hannah Arends.....	Melvin, Illinois
Pearl Bailor.....	Perry
Mabel Crossman.....	Toledo
Mabel Kepler.....	Toledo
Eula Lichty.....	Toledo
Hazel Morrison.....	Fisher, Illinois
Gail Randolph.....	Tama
Marian Speake.....	Toledo
Claire G. Walters.....	Browerville, Minnesota
Phyllis Ward.....	Toledo

VOICE

Seniors

Mabel Kepler.....	Toledo
Gail Randolph.....	Tama

Unclassified

Maud Baldwin.....	Toledo
Pearl Bailor.....	Perry
Paul V. Clark.....	Des Moines
Mabel Dick.....	Stanhope

Gay Douglas.....	Lehigh
Lucille Fisher.....	Montour
Merle C. Green.....	Toledo
Vincent Holcomb.....	Fowler, Kansas
Ruth Hanson.....	Toledo
Lester Kuhner.....	Toledo
John Kepler.....	Toledo
Ada Miller.....	Gladbrook
Martha Miller.....	Gladbrook
Hazel Morrison.....	Fisher, Illinois
Clement A. Sones.....	Anamosa
Mabel Vera Sones.....	Anamosa
Delbert Shiveley.....	Tama
Eliza Townsend.....	Garwin
Alfred B. Owen.....	Toledo
Claire G. Walters.....	Browerville, Minnesota
Irene Walter.....	Gladbrook

COMMERCIAL

BOOKKEEPING

Kenneth Lyle Herman.....	Sheridan
Harold Jay Ingham.....	Toledo
John Kepler.....	Toledo
Albert Kubicek.....	Long Point
Lou C. Lawson.....	North Platte, Nebraska
Alex Slessor.....	Toledo
Myrtle Stimson.....	Sheridan
Wayne Wolf.....	Maquon, Illinois
Chalmer Winders.....	Toledo
Erwin Wang.....	Malcom

SHORTHAND

Seniors

Gertrude Houdyshell.....	Tama
Ada Miller.....	Gladbrook
Martha Miller.....	Gladbrook

Unclassified

Louise Jenkel.....	Toledo
Carlton Woods.....	Tama

TYPEWRITING

Seniors

Gertrude Houdyshell.....	Tama
--------------------------	------

Ada Miller.....	Gladbrook
Martha Miller.....	Gladbrook

Unclassified

Purl Appelgate.....	Toledo
Clarence Dick.....	Stanhope
Louise Jenkel.....	Toledo
Stella Kubic.....	Toledo
Lou C. Lawson.....	North Platte, Nebraska
Alex Slessor.....	Toledo
Chalmer Winders.....	Toledo

COMMERCIAL LAW

Purl Appelgate.....	Toledo
Holman J. Allen.....	Toledo
Thomas J. Barnes.....	Lovilia
Paul E. Dickensheets.....	Toledo
Harold J. Ingham.....	Toledo
Albert Kubicek.....	Long Point
Earl Lyon.....	Toledo
Austin C. Repp.....	Clear Lake, Wisconsin
Alex Slessor.....	Toledo
Mabel Vera Sones.....	Anamosa
Chalmer Winders.....	Toledo

SCHOOL OF ORATORY

Juniors

Lucille Fisher.....	Montour
Harold Stark.....	Lundgren
Anna Walker.....	Toledo
Hazel Walker.....	Toledo

Unclassified

Pearl Bailor.....	Perry
Mary Bellkofer.....	Little Black, Wisconsin
Paul V. Clark.....	Des Moines
Vida Currey.....	Toledo
Margery Dexter.....	Toledo
Estella Harrison.....	Hutchinson, Kansas
Pauline Harold.....	Toledo
Paul B. Ingersoll.....	Toledo
Stella Kubic.....	Toledo
Elva Lichty.....	Toledo
Margaret Muirhead.....	Toledo
Ora H. Prather.....	Independence, Kansas
Floyd Robson.....	Toledo
Belva Scott.....	Traer

SUMMARY

COLLEGE—	
Seniors	10
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	66
ACADEMY	30
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Piano, Organ, Theory.....	42
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	211
Total	211
Names counted more than once.....	61
	150

NOTE—From the foregoing student list it will be seen that there have been no registrations in the Conservatory of Music for Violin, Orchestra or Band Instruments during 1914-1915. The work formerly done in these departments by Mrs. Zoe Cannon Jones, as instructor, has the past year been done by her independent of the College, though a number of College students have been enrolled in her classes. Her school the past year has had an enrollment of sixty-one, which, if counted as formerly, would make the total enrollment of the College for the past year two hundred and seventy-two.

FORMS OF GIFTS

LIFE ANNUITIES

Persons who are interested in the work done by Leander Clark College, and who have money, real estate, or other property they would like to leave to the college, and yet who will need a reasonable income during their lifetime, will find the Life Annuity Bonds offered by the college both safe and attractive. The fact that the College has buildings and grounds, and cash endowment aggregating in value more than \$350,000, is a sufficient guarantee of the safety of its bonds. The institution is without debts and is safe and sound in its business management. Its Life Annuity System is therefore absolutely trustworthy.

TO ENDOW A SCHOLARSHIP

Persons desiring to aid worthy young people in obtaining an education may endow a perpetual scholarship in Leander Clark College, by the payment of \$1,000 to the institution, which will entitle the donor to name the same, and to have the name of the scholarship published in each annual catalogue.

TO ENDOW A CHAIR OR PROFESSORSHIP

The gift of \$25,000 will endow a chair or professorship in Leander Clark College, and will entitle the donor to name the chair, which name with that of the giver will be published in each number of the annual catalogue of the College.

TO DEED REAL ESTATE, RETAINING A LIFE INTEREST

Persons wishing to aid the College may deed to it any real estate they may have, reserving to themselves the right to use income and occupancy during their natural life, and at their death the property would pass into the possession of Leander Clark College, to become a part of the permanent endowment of the institution.

TO THE FRIENDS OF THE COLLEGE

Leander Clark College is greatly in need of a much larger income. Its present endowment, student fees, etc., are insufficient

to meet its growing needs. It should have at least three hundred thousand dollars added to its endowment within the next three years.

Persons having property or estates to dispose of are earnestly asked to make Leander Clark College the object of their benevolence. Those who may think of doing so are requested to write the president of the institution, Toledo, Iowa, for full information as to forms for bequests.

FORM OF ENDOWMENT NOTE PAYABLE AFTER DEATH

Toledo, Iowa,.....191..

In consideration of the agreement on the part of Leander Clark College, a corporation of the County of Tama, and State of Iowa, that it will continue to maintain an institution for higher education, I,.....of....., in the State of....., do promise for myself, executor, administrator, and assigns, to pay to said Leander Clark College.....dollars, with interest at.....per cent., payable annually from.....

The principal is to be paid out of my estate one month after my death, and is to become a part of the permanent endowment fund, and to be safeguarded as is the Leander Clark Foundation. The interest is to be available for supporting the Department ofin said College.

Executed in the presence of

.....
.....

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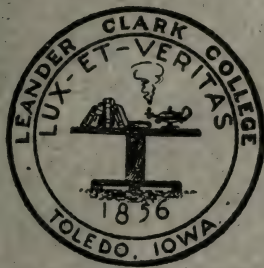
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Leander Clark College

Toledo, Iowa

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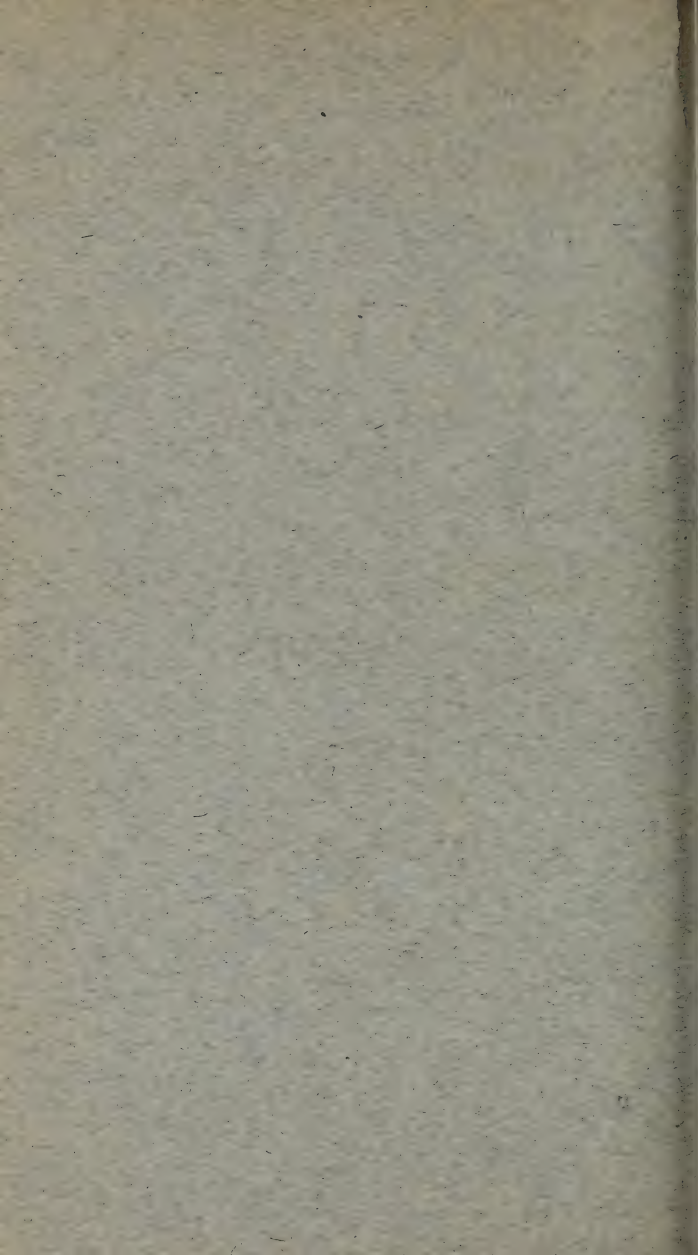


ANNUAL CATALOG

AND

ANNOUNCEMENTS

1916



APR - 6 1916

ANNUAL CATALOG
OF
LEANDER CLARK
COLLEGE

FOR THE COLLEGE YEAR
1915-1916



TOLEDO, IOWA
PUBLISHED BY THE COLLEGE
1916

Entered in the Post Office at Toledo, Iowa, as Second-Class Mail Matter
Vol. XI. Toledo, Iowa, April, 1916. No. 2

MAR.	FEB.	JAN.
Sun. 1 8 15 22 29	Sun. 6 13 20 27	Sun. 2 9 16 23 30
Mon. 5 12 19 26	Mon. 7 14 21 28	Mon. 3 10 17 24 31
Tues. 6 13 20 27	Tues. 8 15 22 29	Tues. 4 11 18 25
Wed. 7 14 21 28	Wed. 9 16 23 30	Wed. 5 12 19 26
Thurs. 8 15 22 29	Thurs. 10 17 24 31	Thurs. 6 13 20 27
Fri. 9 16 23 30	Fri. 11 18 25	Fri. 7 14 21
Sat. 10 17 24 31	Sat. 12 19 26	Sat. 8 15 22
JUNE	MAY	APR.
Sun. 4 11 18 25	Sun. 7 14 21 28	Sun. 2 9 16 23 30
Mon. 5 12 19 26	Mon. 8 15 22 29	Mon. 3 10 17 24
Tues. 6 13 20 27	Tues. 9 16 23 30	Tues. 4 11 18 25
Wed. 7 14 21 28	Wed. 10 17 24 31	Wed. 5 12 19 26
Thurs. 8 15 22 29	Thurs. 11 18 25	Thurs. 6 13 20 27
Fri. 9 16 23 30	Fri. 12 19 26	Fri. 7 14 21
Sat. 10 17 24 31	Sat. 13 20 27	Sat. 8 15 22
SEPT.	AUG.	JULY
Sun. 3 10 17 24	Sun. 6 13 20 27	Sun. 2 9 16 23 30
Mon. 4 11 18 25	Mon. 7 14 21 28	Mon. 3 10 17 24 31
Tues. 5 12 19 26	Tues. 8 15 22 29	Tues. 4 11 18 25
Wed. 6 13 20 27	Wed. 9 16 23 30	Wed. 5 12 19 26
Thurs. 7 14 21 28	Thurs. 10 17 24 31	Thurs. 6 13 20 27
Fri. 8 15 22 29	Fri. 11 18 25	Fri. 7 14 21
Sat. 9 16 23 30	Sat. 12 19 26	Sat. 8 15 22
DEC.	NOV.	OCT.
Sun. 10 17 24 31	Sun. 5 12 19 26	Sun. 1 8 15 22 29
Mon. 11 18 25	Mon. 6 13 20 27	Mon. 2 9 16 23
Tues. 12 19 26	Tues. 7 14 21 28	Tues. 3 10 17 24
Wed. 13 20 27	Wed. 8 15 22 29	Wed. 4 11 18 25
Thurs. 14 21 28	Thurs. 9 16 23 30	Thurs. 5 12 19 26
Fri. 15 22 29	Fri. 10 17 24	Fri. 6 13 20 27
Sat. 16 23 30	Sat. 11 18 25	Sat. 7 14 21

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CALENDAR 1916-1917

May

- 27. Saturday—Senior Theses Due.
- 27. Saturday—Submission of Subjects for Preliminary Oratorical Contest.

June

- 8. Thursday—President's Reception to Seniors.
- 9. Friday, 8:00 p. m.—Scholarship and Preliminary Oratorical Contest.
- 10. Saturday—8:00 p. m.—Graduating Exercises of the School of Oratory.
- 11. Sunday, 10:45 a. m.—Baccalaureate.
8:00 p. m.—Anniversary of Christian Associations.
- 12. Monday, 10:30 a. m.—Annual Meeting of Board of Trustees.
6:00 p. m.—Annual Banquets of Literary Societies.
8:00 p. m.—Anniversary of Literary Societies.
- 13. Tuesday, 2:00 p. m.—Class Day Exercises.
8:00 p. m.—Concert of College of Music.
- 14. Wednesday, 2:30 p. m.—Business Meeting of Alumni Association.
3:30 p. m.—Reunion of Alumni.
8:00 p. m.—Alumni Anniversary and Banquet.
- 15. 10:00 a. m.—Commencement Exercises.
2:30 p. m.—Annual Baseball Game, Varsity vs. Alumni.
8:00 p. m.—Class Play.

September

- 12. Tuesday—First Semester Opens for Registration.
- 13. Wednesday, 10:00 a. m.—First Chapel Assembly and Opening Address.
- 16. Saturday, 8:00 p. m.—General Reception to New Students.

October

- 12. Thursday—Columbus Day.

*Leander Clark College***November**

1. Wednesday—Subjects of Senior Theses Submitted.
9. Thursday—First Preliminary College Debate.
- 30, Dec. 1. Thursday and Friday—Thanksgiving Recess.

December

14. Thursday, 8:00 p. m.—First Preliminary Academy Debate.
22. Friday, 4:00 p. m.—Holiday Vacation Begins.

1917**January**

8. Monday—Holiday Vacation Ends.
9. Tuesday, 7:30 a. m.—Instruction Begins.
- 25, 26. Thursday and Friday—First Semester Examinations.
29. Monday—Registration for Second Semester.
30. Tuesday, 7:30 a. m.—Instruction Begins.

February

12. Monday—Lincoln's Birthday.
22. Thursday—Washington's Birthday.
23. Friday—Prohibition Oratorical Contest.

March

2. Friday—Inter-Academy Debate.
23. Friday, 4:00 p. m.—Spring Recess Begins.

April

2. Monday, 7:30 a. m.—Instruction Resumed.
6. Friday—Inter-Academy Debate.
12. Thursday—Annual Meeting of Forensic League.

May

30. Wednesday—Memorial Day.

June

7. Thursday—Commencement Week Begins.
10. Sunday—Baccalaureate Day.
11. Monday—Annual Meeting of Trustees.
14. Thursday—Commencement Day.

INCORPORATION

TRUSTEES OF THE COLLEGE

IOWA STATE CONFERENCE		Term Expires
Mr. A. H. Shambaugh, Booneville, Iowa.....	1916	
Mr. W. H. Trussell, Albia, Iowa.....	1916	
Mr. J. A. Coon, Des Moines, Iowa...ffi..ffi..ffi.....	1917	
Mr. D. W. Bovee, Waterloo, Iowa.....	1917	
Rev. J. C. H. Light, Cedar Rapids, Iowa.....	1918	
Rev. Wm. F. Cronk, D.D., Gladbrook, Iowa.....	1918	

NORTHERN ILLINOIS CONFERENCE

W. O. Krohn, A.M., M.D., Chicago, Illinois.....	1916
Mr. Amos Hoak, Sterling, Illinois.....	1917
Rev. V. W. Overton, Bloomington, Illinois.....	1918

MINNESOTA CONFERENCE

Mr. M. H. Hall, Truman, Minnesota.....	1916
Mr. Isaac F. Sarff, Browerville, Minnesota.....	1917
Rev. H. Deal, Kiester, Minnesota.....	1918

WISCONSIN CONFERENCE

Rev. Geo. Bechtolt, Limeridge, Wisconsin.....	1916
Rev. C. J. Roberts, Janesville, Wisconsin.....	1917
Mr. Tellus Truesdale, Richland Center, Wisconsin..	1918

ALUMNI ASSOCIATION.

E. R. Smith, M.D., Toledo, Iowa.....	1916
Mr. C. W. Ennis, A.B., Toledo, Iowa.....	1916
L. Bookwalter, A.M., D.D., Kansas City, Kansas...	1917
C. W. Brewbaker, A.M., D.D., Dayton, Ohio.....	1917
F. E. Brooke, D.D., Winona, Kansas.....	1918
C. H. Elliott, A.B., Altoona, Iowa.....	1918

TRUSTEES AT LARGE.

Judge U. S. Guyer, B.S., Kansas City, Kansas.....	1916
Hon. John Shambaugh, Booneville, Iowa.....	1917
Dr. Fred D. Staves, Des Moines, Iowa.....	1918

MR. JACOB J. SHAMBAUGH, A.B., *President*
MR. G. H. STRUBLE, *Vice President*
PROF. ROSS MASTERS, PH.M., *Secretary*
MR. J. N. LICHTY, B.S., *Treasurer*
MR. E. A. BENSON, A.B., *Financial Secretary*
HON. H. J. STIGER, *Endowment Secretary*
DR. F. E. BROOKE, *Business Manager*

PRESIDENT MARION R. DRURY, A.M., D.D., *Chairman*.
MR. C. B. STIGER, A.B.
MR. W. A. DEXTER
DEAN H. W. WARD, A.M.
MR. C. W. ENNIS, A.B.
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MR. OLIVER HENDERSON
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HON. JOHN SHAMBAUGH MR. H. G. ROSS
HON. E. C. EBERSOLE, LL.D.
MR. G. H. AUSTIN

RAY W. ADAIR
H. B. SHOEMAKER
G. E. CHAPMAN

COLLEGIATE FACULTY AND INSTRUCTORS

MARION RICHARDSON DRURY, A.M., D.D.
President of the College

HENRY W. WARD, A.M.
Dean of the College
Professor of Jennie McIntyre Fletcher Chair of English

JOHN FRANK YOTHERS, A.M.
Professor of Mathematics

WILLIAM LESLIE VERRY, A.B.
Professor of Latin and Greek

ROSS MASTERS, Ph.M.
Professor of Education
John Dodds Professor of Philosophy

M. ELIZABETH APPLETON, A.M.
Professor of Modern Languages
Dean of Women
Secretary of the Faculty

L. CURTIS GUISE, A.M.
Professor of History and Political Science

VICTOR J. HAYS, Ph.D.
Professor of Biology

H. A. GEAUQUE, A.M.
Shambaugh Professor of Chemistry and Physics

ETHEL A. GROSE
Professor of Expression and Public Speaking

NELLIE VIDA CURREY
Professor of Domestic Science

KENNETH E. RUNKEL
Director of the College of Music

BERNICE HANAN RUNKEL
Teacher of the Art of Singing

ZAE CANNON JONES
Teacher of Violin and 'Cello Playing
Orchestra Director

Leander Clark College

LUCILE BALDWIN
Assistant in Piano

MABEL BEATRICE CROSSMAN
Tutor in Piano

EMMA WILSON
Assistant in Violin

SPENCER C. NELSON, A.B.
Principal of Business College
Secretary to the President

ROBERT E. GUTHRIE
Assistant in Business College

S. C. NELSON
Instructor in Shorthand and Typewriting

MABEL DAWSON
Instructor in Art and Public School Drawing

LLOYD M. HANNA
Assistant Instructor in Chemistry

CLYDE K. WARNER
Assistant in English

J. F. YOTHERS, A.M.
Registrar

WM. L. VERRY, A.B.
Librarian

VICTOR J. HAYS, Ph.D.
Curator of the Museum

SPENCER C. NELSON
Director of Athletics and Athletic Coach

DAVID D. BRADY
Custodian of Buildings and Grounds

MRS. GRACE M. BRADY
Matron of Beatty Hall, and
Manager of Boarding Department

A. A. PACE, M.D.
Medical Examiner

STANDING COMMITTEES OF THE FACULTY FOR 1916-1917

CURRICULUM AND CLASSIFICATION

Dean Ward, Professors Hays, Masters

LIBRARY

President Drury, Professors Verry, Yothers, Grose

SOCIAL LIFE AND CONDUCT

Professors Appleton, Nelson, Masters, Currey

DISCIPLINE

Dean Ward, Professors Masters, Yothers, Guise

ENTERTAINMENTS

Professors Yothers, Guise, Appleton

FORENSICS

Dean Ward, Professors Grose, Masters, Hays

THESES AND LITERARY CONTESTS

Professors Guise, Hays, Dean Ward

COLLEGE ORGANIZATIONS

Professors Yothers, Appleton, Verry

CAMPUS IMPROVEMENT

Professors Geauque, Hays, Nelson, Currey

ATHLETICS

Pres. Drury, Professors Verry, Geauque, Nelson, Dean Ward

PUBLICITY

Professors Masters, Grose, Nelson

RULES AND REGULATIONS

Dean Ward, Professors Appleton, Yothers, Masters

MUSEUM

Professors Hays, Geauque, Guise

APPOINTMENTS

Professors Masters, Yothers, Dean Ward

STUDENT STANDING

Professors Hays, Yothers, Masters

LEANDER CLARK COLLEGE

HISTORICAL STATEMENT

In August, 1855, a small company of pioneer ministers of the Church of the United Brethren in Christ, at a conference held in Muscatine, decided to establish a college within the then new State of Iowa. The motive prompting this action was primarily the desire to provide for the education of young men for the ministry of the Church. A Board of Trustees was chosen and given full power to act. In choosing a location for the proposed college, the board took into consideration conditions favorable to the moral, intellectual, and physical welfare of students.

A beautiful site was selected in the extreme southern part of Linn County, on the open prairie, which presented a stronger claim than any other. In this community there were public-spirited citizens, devoted members of the Church, friends of education, who subscribed generous sums in cash, and in addition offered large gifts in land for a site and for the maintenance of the institution.

The first college building, a three-story brick structure, was erected during the summer of 1856. It was situated on the most commanding part of a charming campus of seventeen acres. The school thus founded and located was appropriately christened "Western College," because it was then the farthest west of the schools of the denomination under whose auspices it was established. The same name was given the town that was built up on all sides of the college.

Western College opened its doors in January, 1857. At this time thirty-eight students were enrolled. The faculty consisted of four members, the Rev. Solomon Weaver, president; S. S. Dillman, M.A., J. C. Shrader, and Mrs. S. S. Dillman, teachers.

The first years of the college were naturally a period of severe struggles, though of worthy achievements. The lack of endowment, and of regular and adequate channels of support were a serious hindrance to permanent prog-

ress. With these limitations the student body and faculty grew very slowly. Besides, there were other barriers to rapid development.

For five years during the early period of its history, the college owned and operated a large farm. This, with some other industries, was made the basis of an industrial system chiefly carried on by student labor. The experiment, however, proved impractical, and was soon abandoned.

This period of beginnings and special testing embraced the entire period of the Civil War, which took from the college nearly all the men capable of military service of both the students and faculty. This condition, while evidencing a praiseworthy patriotism, brought on such a lessened patronage and financial support as greatly to discourage the constituency of the school. With the results of the war there came new economic conditions threatening the life of the country college. However, a feeling of assurance was revived, and for a time increased prosperity came to the institution. Its patronizing territory was enlarged, its student attendance had an encouraging growth, and its financial resources were substantially improved.

But, after some years, and with varying fortunes, the trustees of the college, with other leading friends of the institution became convinced that a change of location was necessary if the school were to grow and reach an equipment and standard equal to modern demands. Early in 1881 definite steps were, therefore, taken looking to removal. Eligible sites in different cities were considered. The citizens of Toledo, Iowa, offered to give \$20,000 to secure the location of the college. This proposition was accepted and in September following the school was removed to Toledo and its work opened in temporary buildings. The next year a large, modern building was erected for purposes of instruction, with business office, chapel, library, and museum, attractively situated in a campus of ten acres, in the south part of the city. The college now entered upon a new era of growth and influence. Under the wise and progressive leadership of its new president, William M. Beardshear, rapid development followed.

This expansion steadily increased until, on Christmas night, 1889, this main building of the college, with all its contents, except the library, was destroyed by fire. This was a severe stroke to the school, but its friends were not dismayed. The fire had scarcely ceased until the citizens of the town, with other loyal friends of the institution, joined the trustees in determined plans and efforts for rebuilding. The heavy expense of rebuilding, increased by annual deficits and accumulating interest, and aggravated by the widespread financial panic of 1893, had, by the year following, resulted in a burdensome debt of \$85,000.

At this critical period Rev. Lewis Bookwalter, D.D., an alumnus, was called to the presidency of the college. His administration was characterized by wise planning and courageous leadership, and by January, 1902, the entire debt had been provided for. The standard of the school had been materially raised, and the faculty and student body increased. These large achievements, while most gratifying, were regarded as only opening the way for still larger undertakings—the securing of adequate equipment and endowment.

It was at this time that Major Leander Clark, a leading business man of Toledo, Iowa., came forward with an offer of \$50,000 toward such endowment, provided the college would secure an additional \$100,000 in cash by January 1, 1906. While this proposition was regarded as most generous, and while it awakened great interest and hope, yet because of the severe strain of the debt-paying campaign which had just been completed, Mr. Clark's proposition seemed almost impossible of realization. However, there were friends who felt that the end sought was so great and worthy as to compel the effort to reach it. A definite campaign of solicitation was planned and organized and for a time earnestly worked, but the results, while having substantial value, consisted chiefly in preparing the way for the large gifts which were to come later. But before these came, President Bookwalter, having received a call to another field, resigned, in the autumn of 1904, and for some months little was done in aggressive solicitation.

In February, 1905, a new president having been elected, Rev. Cyrus J. Kephart, D.D., the endowment canvass was renewed with fresh earnestness. Within a short time there came a cheering message from Mr. Andrew Carnegie, the well-known philanthropist, offering to contribute \$50,000 of the required \$100,000 necessary to meet the terms of Mr. Clark's proposition. This offer, largely the result of influences previously set in motion, was enough to inspire the friends and patrons of the college to a heroic effort to raise the final \$50,000. This end was accomplished by the specified date, January 1, 1906, when the glad announcement was made that the college now had a cash endowment of \$150,000.

The Board of Trustees was immediately called together and on January 23, following, the name of the college was changed to Leander Clark College, and the old name, "Western," so dear to the alumni and former students, and to a multitude of devoted friends, became a memory, though one that will long be tenderly cherished.

The semi-centennial of the college was fittingly celebrated in June, 1906, in connection with the annual commencement of that year. Men of eminence in Church and State joined with the alumni and students, new and old, in making the occasion a notable climax of fifty years of educational endeavor.

The years since have been full of actual achievement, and fuller still of promise. There have been gratifying advances in many ways, in improved buildings, in increasing the laboratory and other equipment, the size and quality of the library, in adding to the number and strength of the faculty, and in enlarging the student attendance. The endowment has also been extended, and the day of still larger and better things for the college never seemed so near as at the present. With the continued loyalty and liberal support of its friends, Leander Clark College is destined steadily to grow in its power and value as an agency in the promotion of Christian education. This is the end for which it was founded and for which it is maintained. It stands for the culture of body, mind, and heart. It is a life-maker, a character-builder.

The supporting territory of the college was increased in 1915, when Northern Illinois Conference of the Church of the United Brethren in Christ, in session at Galesburg, came into full co-operation with the institution. This adds some ten thousand to the constituency of the college, besides making possible increased student attendance and an enlarged financial support. This enlargement of territory, with the moral and material advantages accompanying it is one of the distinct gains that has come to the institution the past year.

GENERAL INFORMATION

LOCATION AND SURROUNDINGS

Leander Clark College is located in Toledo, the county-seat of Tama County, Iowa, near the geographical center of the State. It is on the Chicago & Northwestern Ry., and besides is the northern terminus of the Toledo and Tama electric line, operated by the Iowa Railway and Light Company, and thus has excellent transportation facilities. The city is beautifully situated in the very heart of one of Iowa's best agricultural sections. Its corporation line on the south joins that of the city of Tama, the combined population of the two cities being nearly five thousand. Toledo is noted for the intelligence and morality of its people, for its healthfulness and freedom from malarial diseases, for its high-class business houses, fine residences, modern churches, and other public buildings. The city is provided with well-equipped water works, electricity for light and power, and a complete system of sanitary sewerage, and with paved streets in its business section. The water supply is unsurpassed for abundance and purity. The municipal government is wholesome and progressive, and with no saloons or other places of evil resort, it is, indeed, an ideal place for an educational institution, one to which parents may justly feel safe in sending their children. The high moral tone, the superior material conditions, and the beauty of its well shaded streets, with the charming landscape on every side, unite to make it a most desirable place to live and study.

GROUPS AND BUILDINGS

The college grounds are delightfully situated in the southern part of the city and within a few minutes' walk from the business center. They include a campus of fourteen acres, well set with a pleasing variety of shade and ornamental trees, four acres of which comprise a native oak grove. Three college buildings, together with the athletic field, are on the campus. Adjoining on the

south the college also owns eight acres of land available for uses as future needs may require.

The several buildings of the college are well suited to their respective purposes and may be listed as follows:

THE ADMINISTRATION BUILDING is a large brick structure, with four stories including the basement, well located, heated with hot water, with seven large recitation rooms, three laboratories, domestic science and commercial and typewriting rooms, library, museum, chapel, Christian Association room, offices, four large and elegantly furnished literary society halls, and other rooms, making in all twenty-six rooms. This building is stately and commanding in appearance.

THE MARY BEATTY HALL, a dormitory for girls, is a three-story brick building, steam heated, and located near the main building. It offers a pleasant and comfortable home with commodious and well furnished rooms, for about twenty-five young women. There are besides a reception room and parlor, living rooms for the superintendent and family, kitchen and dining room, all under good supervision and management.

THE GYMNASIUM, located on the north side of the campus, is a frame structure forty-two by eighty-four feet in size, well lighted, with an ample court for indoor games, and seats for the accommodation of three hundred spectators. It is well adapted to the physical training of the men and women of the institution.

THE DORMITORY FOR YOUNG MEN, formerly the Conservatory of Music. This building located in the central part of the city, besides having furnished rooms for the accommodation of young men students, has piano practice rooms and a recital hall for lectures and musical and other entertainments.

THE PRESIDENT'S HOUSE, located near the northwest corner of the campus, on College Avenue, the gift of the late Rev. M. S. Drury, is a modern, well-equipped home occupied by the president of the college.

THE UNITED BROTHERS CHURCH, located on the corner of High Street and College Avenue, while not the property of the College, is a building of splendid architectural

design, thoroughly modern in its construction and appointments and is admirably suited to meet the demands of present day Christian work. It has an auditorium, which, with gallery and adjoining rooms, has a seating capacity of eight hundred, which is available for commencement exercises and other large college functions. The pipe organ of the church is used in giving lessons to students in the Conservatory of Music.

RELIGIOUS AIMS AND HELPS

Leander Clark College aims to afford to all its students, young men and young women alike, a liberal education in the arts, sciences and philosophy, under positively good social, moral, and religious surroundings and influences. While its courses of study are planned to promote an all-round and thorough scholarship, it seeks through its methods of instruction to inculcate high Christian principles and to develop genuine Christian character and worth. To this end, self-control, self-reliance, and mental strength and alertness are given distinct encouragement. The purpose of the founders to make the college a center of an earnest religious life, has never been lost sight of. On all school days, from ten to ten-twenty-five a.m., devotional exercises are held in the college chapel, all students being required to attend unless excused for very special reasons. On these occasions almost daily instructive and inspirational addresses are given by the faculty and others. Thus the motives and habits of an earnest Christian life are given due recognition and emphasis. To secure these results the Bible is given a place in the various courses of study. Besides, special Bible classes are conducted under capable leadership. Thus the broadest culture of mind is secured within a wholesome religious atmosphere.

The city of Toledo has four churches, all well equipped with the facilities of helpful Christian worship and training. These have the usual agencies for valuable instruction and exercise in the development of the spiritual and social life, preaching, Bible and mission study, young people's society work, and meetings for prayer and per-

sonal consecration. Every student is expected to select one of these churches as his church home while he is in school and make it his place of religious worship and work. Regularity in attendance upon the public worship in the churches, at least once each Sunday, is required.

The Young Men's Christian Association and the Young Women's Christian Association hold weekly devotional meetings, open to all students. They conduct Bible and Mission Study classes and have representation in Association conventions and summer conferences, thus keeping their members in close touch with the great forward movements of Christian enterprise and endeavor. These associations include a large proportion of the students in their membership and are a very important factor in the religious life of the institution.

THE LIBRARY

The library of the college is located in the large, well-lighted southwest room on the second floor of the Administration Building. It contains nearly eight thousand volumes, comprising encyclopedias, dictionaries, collections of the world's best literature, together with books of science, history, biography, philosophy, theology, poetry, and standard fiction.

A number of valuable books, including the celebrated Harvard Classics, have been added during the past year.

Other recent additions to the library include chiefly two double-faced book stacks, each eight feet high and twelve feet long. They were memorial gifts. One is in memory of the late Dr. William Miller Beardshear, president of the college from 1881 to 1889, and is a contribution in appreciation of his noble character and eminent services as an educator from warm personal friends and former students. The other is the gift of Mrs. Jane McIntyre, of Gladbrook, Iowa, in memory of her son-in-law, Mr. Joseph Fletcher, late of Ashton, Under Lyne, England. Such gifts are appreciated, not only for the friendship prompting them, but for their artistic value and usefulness.

The library, which is also the reading room of the college, is well supplied with weekly periodicals, including some of the best newspapers, leading magazines and reviews, together with many important publications for the use of the several departments of instructions, and also numerous college papers and bulletins. The daily Congressional Record and other State and National documents, likewise enrich the reading room tables.

Friends of the college desiring to contribute funds for the enlargement of the library, or who have valuable books, or sets of books, they would like to present to the institution, are kindly asked to make their desires known to the Library Committee.

DEPARTMENTS

COLLEGE OF LIBERAL ARTS

This department maintains standard courses requiring four years for their completion, and leading to the degrees of Bachelor of Arts and Bachelor of Science. Any student receiving either of these degrees is prepared for admission to the senior year, or for graduate work in Yale University, the University of Chicago, or other institutions of similar grade. If students, during their course in this department, have elected in the Department of Education the required amount of professional work, they are entitled to first grade State teachers' certificates, good for five years.

DOMESTIC SCIENCE

This department offers a two-year course in Foods and Textiles, with related subjects in science. A longer course requiring four years in science is urgently recommended to all students taking this work.

THE ACADEMY

The Academy maintains a full four-years' course equivalent to that given in the standard high schools of the State. The successful completion of this course fits the student to enter the freshman class in the College of Liberal Arts.

TEACHERS' COURSE

In connection with the Academy provision is made for a Teachers' Course offering the requisite advantages to fit one for the examination required for any grade of Iowa county teacher's certificate.

COLLEGE OF MUSIC

This institution provides standard courses in piano, voice, violin, pipe organ, harmony, and history of music, leading to appropriate certificates and diplomas.

BUSINESS COLLEGE

This college offers the various business courses, including bookkeeping and other commercial branches, shorthand, typewriting, and the different related subjects.

SCHOOL OF EXPRESSION

In this are provided the usual courses in elocution, oratory, and public speaking, of special interest to readers, debaters, and others desiring to acquire facility and force of expression on the platform.

SCHOOL OF ART

In this department are offered courses in freehand drawing, public school drawing, china painting, water color, and oil painting.

ATHLETICS

This department provides for proper physical culture and wholesome sports and games, and for such other exercises in recreation as are essential to good health and to intellectual vigor and growth. All athletic affairs of the college are controlled by the Athletic Committee, composed of the Dean of the College, as chairman, the Physical Director, two other members from the college faculty, and two alumni members. This committee shall determine general policies, manage athletic business, and have the direction of all athletic schedules and games. The official correspondence of the department shall be conducted by the secretary of this committee.

The gymnasium, having basket ball, indoor baseball, tennis, and hand ball courts, shall also be used for a training court for baseball and football.

The athletic grounds embracing five acres and furnishing a baseball diamond, a football field, tennis courts, a one-fifth mile running track, and an outside basket ball court, are ample for general athletic purposes. By careful re-working from season to season the grounds are kept in good condition for all games and other physical training events.

All home games are played on the college grounds, which are practically enclosed by the buildings and an eight-foot canvas fence through the gates of which spectators are admitted.

Football in the fall, basket ball and indoor baseball in the winter, track athletics, and baseball in the spring are the sports which chiefly enlist student interest and call for the most scientific training. For those who do not care for these, or who are not physically strong enough to participate in them, other exercises or classes in floor athletics are provided. Tennis receives much attention and is a popular game.

The different sports in their respective seasons are managed so that all students may have a share in them by having inter-class and department games, aside from the intercollegiate games. In this way eligible material is developed for future teams.

LECTURES AND ADDRESSES

Numerous informal addresses by local ministers, members of the faculty, and visitors are delivered each year at the chapel hour in the Assembly Hall. These usually have direct practical aims relating to character and conduct. A number of notable speakers have honored the College with their presence and encouraging messages the past year.

The address at the opening of the first semester was given by the Hon. John T. Clarkson, of Albia, Iowa, on "Successful Success." The speaker at the opening of the

second semester was President Edwin A. Schell, D.D., of Iowa Wesleyan University. Other speakers of note have appeared from time to time on the college platform, including Professor M. A. Honline, of Bonebrake Theological Seminary, Dayton, Ohio, who gave a course of lectures on Religious Education. In addition to these, a lyceum course has been available to students and others connected with the College, composed of the following high class attractions: Musical, Schildkret's Orchestra; Readings, impersonations and music, the Killarney Girls; lecture by the noted scientist, Professor Montraville Wood; lecture by Geo. H. Bradford.

Such lectures and entertainments are of great value both to students and faculty, who show their appreciation of them in a large and sympathetic patronage.

STUDENT ORGANIZATIONS

LITERARY SOCIETIES

There are four literary societies in the College—two for women, the Calliopean and Young Ladies' Athenæum, and two for men, the Young Men's Institute and the Philophronean. The societies hold weekly meetings in their modern and well-furnished halls, and afford excellent opportunities for improvement in oratory, debate, and parliamentary practice. All students are eligible to membership in them, and they are earnestly advised to avail themselves of their advantages.

CHRISTIAN ASSOCIATIONS

The Y. M. C. A. and Y. W. C. A. are strong, active organizations. They aid in the receptions given to new students at the opening of each semester, hold weekly meetings for Bible study and devotional exercises, and in other ways they greatly assist in promoting a wholesome Christian atmosphere in and about the college.

STUDENT VOLUNTEER BAND

This organization is composed of young men and women who have volunteered to enter some field of missionary activity as soon as the way may open for them to do

so. It is a most effective agency for promoting missionary intelligence and stimulating the true missionary motive.

FORENSIC LEAGUE

This organization has charge of all matters relating to intercollegiate oratory and debate. The league has membership in the State Oratorical Association, and of the Intercollegiate Prohibition League; arranges for intercollegiate debates, and also provides for one or more inter-academy debates annually.

INTERCOLLEGIATE PROHIBITION LEAGUE

This organization exercises a wholesome influence in the college in favor of aggressive temperance work. An oratorical contest is held each year under the auspices of the league and the winner in this contest represents the college in the intercollegiate contest. The benefits and honors won in this field of forensics are well worth all they cost in time and effort.

COLLEGE PUBLICATIONS

There are three periodicals issued by the college: *The Bulletin*, published by the college; *The Leander Clark Record*, and *The Cardinal*, published by the students.

The Bulletin is issued quarterly and is the chief medium of communication between the college and its constituency; the April number constituting the Annual Catalogue.

The Leander Clark Record is a large four-page weekly devoted to college news and is edited and managed by a strong student staff. The paper in both journalistic qualities and mechanical make-up, is highly creditable to the school.

The Cardinal is edited and published by the Junior Class each year. It is a most attractive volume of nearly 200 pages, printed on the very best of paper, handsomely illustrated, and is splendidly bound and lettered in gold, the very acme of the printer's and bookmaker's art. The purpose of this annual is to give a resume of the doings

of the entire institution for the year. Wit, humor, history, prophecy, song, and story, beautifully illustrated throughout, unite to make *The Cardinal* the brightest and most sought after publication sent out from the college.

PUBLICITY COMMITTEE

In addition to the several publications whose object is the dissemination of information, the college has a Publicity Committee, composed of five members, one from the faculty and one from each of the four literary societies, whose special duty it is to gather the news of events taking place in the college community for the leading dailies and weeklies of the State. The news of these social and other happenings related to the college life not only has interest to the people directly concerned, but as well to that larger circle of interested friends, the Church and general public, on whose continued patronage and good will the college must always be dependent for its real success and growth. This plan has proved eminently satisfactory and shows the wisdom of the principle on which it is based, namely, that the best things in the world need publicity and advertising. The way to reach the public, to bring new friends and supporters to the college, is to make its work as widely known and understood as possible.

DEGREES

The degrees conferred by the trustees, on recommendation of the faculty, are Bachelor of Arts and Bachelor of Science. The degree of Bachelor of Arts will be conferred on accepted candidates who shall have pursued successfully, the full preparatory and college courses in general letters, and the degree of Bachelor of Science upon accepted candidates who shall have pursued successfully the full preparatory and college courses in which the major work has been in science. Each candidate for the Bachelor's degree shall be required to submit to the Theses Committee by November 1st of the year in which he seeks graduation, a subject for a final

thesis, with outline of proposed treatment. After approval of subject and outline, the candidate must write a thesis of not less than three thousand words on the subject chosen, and submit the same in typewritten form by May 1st following. The fee for each of these baccalaureate degrees is \$5.00.

STUDENTS' HOMES

Students of the college have large liberty in the selection of their rooming and boarding places. Beatty Hall provides excellent accommodations for young ladies. The rooms are twelve and one-half by fifteen feet, and each one is furnished with floor covering, bedstead, springs, mattress, comforts, pillow, commode, toilet set, chairs, table, electric light, and steam heat. Students furnish their own sheets, pillow-cases, bedspreads, and towels. A bathroom is conveniently situated on the second floor of the building.

Beatty Hall, besides furnishing board for its occupants, furnishes board for both young men and young women, who have rooms in private homes. Students can easily secure rooms and boarding with private families at reasonable rates. It is understood that householders who receive students into their homes will co-operate with the faculty in maintaining standards of proper conduct. Men and women are not to be received as roomers in the same house. Where young women are received, a general reception room, under the supervision of the householder, must be provided. Young women are not to entertain gentlemen callers later than ten o'clock, and not oftener than twice a week. The object of these regulations is that all students may have suitable rooms with such safeguards as to social relations as will be conducive to moral safety and the best student life.

DEAN OF WOMEN

The young women of all the departments of the institution are under the general supervision of the Dean of Women. They will be expected to consult with her con-

cerning their problems, personal and social, and avail themselves of her experience and counsel on all matters of character and conduct, concerning which they may be in doubt.

GOVERNMENT

The rules governing the conduct of students are few and simple. They are only such as everywhere are regarded conducive to that sense of responsibility for good order which characterizes ladies and gentlemen. The aim in the administration of the college shall be to promote the training of students in self-government, a result of great value in all true education. High ideals of life, of courtesy, and of honor will be emphasized and encouraged. However, it may be said that these principles definitely require: first, studiousness; second, promptness and regularity at chapel and recitations; third, attendance at public worship at least once each Sunday; fourth, abstinence from the use of tobacco in any form, and from profane and unbecoming language and conduct about the buildings and grounds. Whenever these ends fail of accomplishment, and any student persistently shows a lack of appreciation of the privileges offered him, such discipline will be administered as it is thought the welfare of the institution and of the student demands.

It should be noted, too, that persistent idleness will as certainly call for discipline as a breach of college good order. To permit one to waste his time and money while nominally a student, would be as unjust to him as it would be injurious to the college community. Any student thus offending will be considered as having resigned his relations in the college, and his parents or guardian will be requested to have him withdraw from the institution. This shall be further understood as meaning that any student who fails to make at least ten hours' credit during any semester will not be permitted to re-register without the special permission of the faculty.

ATTENDANCE

Students must be in attendance at all recitations in the course for which they are enrolled.

Each unexcused absence will deduct two per cent. from the term grade for the course. Full credit for the course cannot be allowed if the student is absent without excuse from more than one-ninth of the recitations in the semester. Recitations missed by late registration will count the same as absences.

AMOUNT OF WORK

Sixteen hours of recitation a week are regarded as full work. In the adjustment of courses with odd hours a maximum of eighteen hours may be allowed in the freshman and sophomore years. A student seeking to carry more than sixteen hours—eighteen in the special cases cited above—must show credits for the previous semester of 85 per cent. in all subjects, must make 80 per cent. in all subjects for the current semester, and must also pay an extra tuition fee of \$1.50 for each semester hour so carried.

CO-OPERATIVE AGREEMENT WITH IOWA STATE COLLEGE AT AMES

An agreement has been entered into with Iowa State College of Agriculture and Mechanic Arts whereby students who spend three years in Leander Clark College, receiving therefor at least 90 semester hours of credit, 40 of which shall be in science, may enter at Ames as Junior students in Agriculture, Industrial Science, Engineering, or Domestic Science. On the completion of two years of specialized work in State College, 72 hours credit, such students will receive degress from both institutions, the regular Bachelor's degree from Leander Clark, and the appropriate technical degree from Iowa State College. This agreement shortens the time required for securing both degrees and still gives the student all the advantages and associations of college and technical school.

STUDENTS' COUNCIL

A Students' Council, composed of four members, to be elected at the opening of each college year, from the four college classes, shall constitute a special committee to consult with the president of the college, and to advise with him concerning any matters which they may deem important to the welfare of the college, and which may relate to student life and affairs. This council will act with the president when necessary in investigating violations of the rules of college good order, and may recommend to the faculty from time to time such action as they regard best suited to conserve the interests of the institution and the student body. The aim of this provision is to encourage so far as possible student responsibility in the administration of college government, and to do this through mutual confidence and co-operation.

DISMISSALS

Honorable dismissals from the college will be granted only by a vote of the faculty. Any student who leaves the college before the final closing of any semester without permission will not be regarded as having honorably completed his work and to be entitled to regular admission.

PRIZES AND SCHOLARSHIPS

1. *The Armstrong Cup.* This prize, given for the best effort in oratory, was provided by Mr. S. G. Armstrong, of Cedar Rapids, Iowa. Each year the winner of the home contest preliminary to the State Oratorical Contest, is to have his name engraved upon the cup, the cup to be held by the college and exhibited as a roll of honor.

2. *Trustees' Scholarship in Oratory.* These prizes, also given for the best work in oratory, are granted by the trustees of the college. The winner of the contest preliminary to the State Contest is awarded one year's free tuition in the college. The winner in the Commencement Contest is awarded free tuition for one semester, and the winner of the second place free tuition for one-half semester.

3. *The Martin and Mary J. Wheaton Scholarships.* These prizes were established by Martin and Mary J. Wheaton, brother and sister, for many years residents of Toledo. Having no immediate heirs, they left their entire estate to charitable institutions. By the terms of their joint will, Leander Clark College was made a residuary legatee. The executor of the will thereupon turned over to the college a little more than \$4,000. This bequest was to be added to the permanent endowment fund, and become the foundation for two perpetual scholarships to bear the names of the donors. The names of the scholarships and of the beneficiaries are to be printed in each annual catalogue for all time. The faculty of the College of Liberal Arts will nominate the candidates and the Executive Committee will award the scholarships annually.

4. *Jesse H. Gray Scholarship.* This is a scholarship provided by a fund of one thousand dollars, the gift of the class of 1912, as a memorial to their classmate, Jesse H. Gray, who died in his senior year. The class reserves the right to name the beneficiary from year to year so long as it cares to do so.

5. *Nellie C. Robertson Scholarship.* This is a scholarship of one thousand dollars established in 1912 by Mrs. Nellie C. Robertson, of Forreston, Illinois. During her lifetime she will nominate the candidate to receive the benefit of her gift.

6. *Scholarship for Honor High School Graduates.* In harmony with the united action of the Association of the Independent Colleges of Iowa, on the presentation of the following certificate, duly signed by the superintendent of any accredited High School in the State, the holder will be given free tuition for one year:

FIRST HONOR SCHOLARSHIP

This is to Certify, That.....
 having attained the Highest Rank in Scholarship in.....
High School, for the year 19...,
 is entitled to free tuition for one year in the Liberal Arts
 Department in any one of the following colleges of the
 State of Iowa, namely,

Buena Vista College, Storm Lake.	Iowa Wesleyan College, Mt. Pleasant.
Central College, Pella.	Leander Clark Col., Toledo.
Coe College, Cedar Rapids.	Lenox College, Hopkinton.
Cornell College, Mt. Vernon.	Luther College, Decorah.
Des Moines College, Des Moines.	Morningside College, Sioux City.
Drake Univer., Des Moines.	Parsons College, Fairfield.
Dubuque College, Dubuque.	Penn College, Oskaloosa.
Ellsworth Col., Iowa Falls.	Simpson College, Indianola.
Grinnell College, Grinnell.	Upper Iowa University, Fayette.
Highland Park College, Des Moines.	

Signed..... Superintendent.

Presentation of this certificate, duly signed, will be accepted by the institution to which it is presented in payment of tuition for one regular college year of thirty-six consecutive weeks.

EXPENSES

BOARD AND ROOMS

Board without room is furnished in families at \$3.00 to \$3.75 per week. Furnished rooms may be obtained at \$1.00 to \$1.75 per week for each occupant. Room and board in families can be had at \$3.50 to \$4.50 per week.

MARY BEATTY HALL

The Mary Beatty Hall furnishes rooms and board at the following rates: Room, two occupants, \$1.00 a week each; electric light, 50 cents a month for each room; board, \$3.00 a week.

TUITION

Tuition in the college is \$50.00 a year, payable in two installments of \$25.00 each, one at the beginning of each semester. Tuition in the Academy is \$40.00 a year, payable in two installments of \$20.00 each, one at the beginning of each semester.

The sons and daughters of ministers in actual service in the Church are admitted on half tuition, but are expected to pay full fees.

Information as to tuition in the College of Music, Business College, School of Oratory, and School of Art, will be found under the heads of those departments.

SEMESTER FEES

An athletic fee of \$1.50 a semester is charged to all the students in the College of Liberal Arts, the Academy, and the Business College. This fee admits to gymnasium privileges, and to intercollegiate contests. Other students may avail themselves of these privileges by the payment of the fee.

A forensic fee of 50 cents each semester is charged all students. This admits students to all oratorical and debating contests.

A library fee of 40 cents each semester is charged all students.

A medical examination fee of 50 cents a semester is charged all students. This fee secures once each semester competent medical examination and advice at a merely nominal cost.

Laboratory fees are as follows: Chemistry, first year, \$5.00 each semester; second year, \$5.00 each semester. College Physics, \$5.00 each semester. Botany and Zoology, \$2.00 for each course.

APPOINTMENT COMMITTEE

The Appointment Committee is composed of three members of the college faculty. Its purpose is to help the graduates of the institution to find positions as teachers and to aid superintendents of schools and boards of education in securing suitable instructors. The services of the committee are gratuitous. Correspondence is solicited from alumni who are seeking positions, and from school officers in need of teachers. Address all correspondence to Secretary of Appointment Committee, Toledo, Iowa.

INDUSTRIAL OPPORTUNITIES

Young men and young women of limited means, who desire to attend college, and who are willing to work for

their board, or a part of it, or who would like other employment to enable them to meet their expenses, should write the president of the college for information as to opportunities for self-help. Many young people who are in earnest to win an education are able to earn enough while going to school to meet a large part, if not all, of their expenses. However, it should be said that students who are under the necessity of earning, during the college year, any considerable part of their expenses should expect to take a longer time in fulfilling the requirements for a degree than they would otherwise need. The doing of outside work for self-support, while it is to be commended, receives no consideration in maintaining standards of college work and of graduation.

ALUMNI ASSOCIATION COLLEGE OF LIBERAL ARTS

The Alumni Association is composed of all graduates from the College of Liberal Arts. Its present membership is about four hundred. The purpose of this organization, as stated in the constitution, is "the cultivation and perpetuation of feelings of attachment and unity among its members, and of interest in their alma mater, as well as the transaction of the proper business of the association." The annual business meeting occurs on the day preceding the commencement of each year, and is followed by the anniversary and banquet in the evening. As the years pass the alumnæ and the alumni are proving increasingly helpful to the work of the college. The association has six representatives on the board of trustees of the institution.

COLLEGE OF MUSIC

The Alumni Association of the College of Music is composed of all the graduates of this department of the college. Its purpose is to promote and perpetuate friendship among its members and to stimulate interest and efficiency in music as a branch of higher education.

THE DEPARTMENTS

- The College of Liberal Arts.
- The Academy.
- The Department of Domestic Science.
- The College of Music.
- The Business College.
- The School of Oratory.
- The School of Art.
- The Department of Physical Training.

COLLEGE OF LIBERAL ARTS

FACULTY

MARION RICHARDSON DRURY, A.M., D.D.
President

HENRY WINFIELD WARD, A.M.
Dean

Professor Jennie McIntyre Fletcher Chair of English

JOHN FRANK YOTHERS, A.M.
Professor of Mathematics

WILLIAM LESLIE VERRY, A.B.
Professor of Greek and Latin

ROSS MASTERS, Ph.M.
Professor of Education

M. ELIZABETH APPLETON, A.M.
Professor of Modern Languages

L. CURTIS GUISE, A.M.
Professor of History and Political Science

VICTOR J. HAYS, Ph.D.
Professor of Biology

H. A. GEAUQUE, A.M.
Shambaugh Professor of Chemistry and Physics

NELLIE VIDA CURREY
Professor of Domestic Science

THE COLLEGE OF LIBERAL ARTS

TUITION

For each semester, \$25.00.

TERMS OF ADMISSION

All candidates for admission are expected to present testimonials of good moral character; if from another college, certificates of honorable dismissal, signed by the presiding officer, are required.

Graduates of approved high schools and academies are admitted to the Freshman class without examination on presentation of diploma or certificate of work done. Other students are admitted on passing a satisfactory examination in the studies named below, or on completion of our own Academy course. Real equivalents for the studies required may be accepted at the discretion of the faculty.

Blank forms of application for admission may be secured from the President or Registrar. These should be filled out and returned at least ten days before the opening of the college year.

ENTRANCE REQUIREMENTS

Candidates for unconditional entrance to the Freshman class will present thirty acceptable semester credits selected from the subjects given below. For all courses, however, there is a minimum requirement of six semesters of English, five in Mathematics, four in History, and four in foreign language. The remaining eleven credits may be chosen from subjects in the following list. The candidate, however, will find his progress in any course greatly facilitated by presenting among his entrance subjects, in addition to those named above, at least two credits of Science, preferably Physics.

MINIMUM REQUIREMENTS

English, six credits.

Mathematics, five credits.

History, including Civics and Economics, four credits.

Foreign Language, four credits.

POSSIBLE ELECTIVES

English, two credits.

Mathematics, two credits.

Foreign Languages, twelve credits.

History, five credits.

Science, ten credits.

Commercial Subjects, six credits.

Manual Training and Domestic Science, six credits.

Pedagogy, two credits.

1. English (eight credits).

The eight credits in English should include:

1. English Grammar, Word Study, and History of the English Language.

2. Composition and Rhetoric. This requirement presupposes that the student has had constant practice in writing, and is able to compose with facility and correctness. The study of some such text as Gardiner, Kittredge, and Arnold's Composition and Rhetoric, or Scott and Denny's Composition-Rhetoric, should form part of the preparation for this requirement.

3. English Classics. The "uniform entrance requirements" in English will furnish a fair idea of the preparation that should be made in English Classics.

4. English and American Literature. It is recommended that the History of Literature be taken up during the third and fourth years of the high school. Long's English Literature and Abernethy's American Literature will be found serviceable texts in these subjects.

2. Latin (eight credits).

I. AMOUNT AND RANGE OF THE READING REQUIRED.

1. The Latin reading required of candidates for admission to the college, without regard to the prescription of particular authors and works, shall be not less in amount than Cæsar, Gallic War, I.-IV.; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil Æneid, I.-IV.

2. The amount of reading specified above shall be selected by the schools from the following authors and

works: Cæsar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and *De Senectute*) and Sallust (Catiline and Jugurthine War); Vergil (*Bucolics*, *Georgics*, *Æneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

II. SUBJECTS AND SCOPE OF THE EXAMINATION.

1. *Translation at Sight*. Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading*. Candidates will be examined also upon the following prescribed reading: Cicero, orations, for the Manilian Law and for Archias, and Vergil, *Æneid* I., II., and either IV. or VI., at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition*. The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

3. Mathematics (seven credits).

1. Algebra, through quadratics. Three credits.
2. Plane Geometry. Two credits.
3. Solid Geometry. One credit.
4. Advanced Algebra, or Advanced Arithmetic. One credit.

4. History (nine credits).

1. Ancient History. Two credits.
2. Medieval and Modern History. Two credits.
3. History of England. Two credits.
4. United States History (after ancient history). One credit.
5. Civil Government. One credit.
6. Elementary Economics. One credit.

5. Commercial Subjects (maximum, six credits).

1. Business Arithmetic. One Credit.
2. Elementary Bookkeeping. Two credits.
3. Business Law. One credit.
4. History of Commerce. One credit.
5. Commercial Geography. One credit.
6. Shorthand and Typewriting. Two credits.

6. Manual Training (maximum, six credits).

1. Shop Work. Six credits.
2. Drawing. Two credits.
3. Domestic Science. Two credits.

7. Greek (four credits).

1. Grammar, Burgess and Bonner, or equivalent. Anabasis, Book I., Smith or equivalent. Two credits.
2. Anabasis, Books II., III., and IV., prose composition. Two credits.

8. German (four credits).

1. Grammar, Bacon or equivalent; Bacon's *Im Vaterland*, Storm's *Immensee*, Hillern's *Hoher als die Kirche*. Two credits.
2. About four hundred pages of miscellaneous prose and one classical drama should be studied. Two credits.

9. Science (eight credits).

1. Physics, Carhart and Chute, or equivalent. Two credits.
2. Chemistry. General Chemistry, recitation and laboratory work throughout the year. Remsen's *Briefer Course*. Two credits.

3. Zoölogy, or Nature Study. One year's study of animal structure, habits, and life history, with laboratory practice as an important part of the course. Two credits.

4. Botany. Bergen's Foundations of Botany, or equivalent. One credit.

THE GROUP SYSTEM

Our work is arranged according to the Group System. While this system is not a very radical departure from that formerly employed, yet some explanation of its characteristic features may be needed.

A Group consists of (a) two Major subjects, each to be pursued at least four hours a week for two years; (b) a number of required Minors, such Minors being either vitally related to the Majors of the given group, or in themselves essential to a well-rounded education; and (c) a number of Free Electives sufficient to make the student's entire credits reach the 126 hours required for graduation. An hour as here used means one recitation a week for one semester, each subject thus calling for as many hours of credit each semester as there are recitation periods a week in that subject.

The aim of the Group System is twofold: First, to encourage the student to correlate his work and pursue it with a definite purpose for a number of years, rather than to make promiscuous selection; and, second, to suggest a desirable preparation for advanced professional or technical courses.

It will be observed that the Majors of the Groups offered fall naturally under two heads, those that belong to the Department of Letters and those that belong to the Department of Science. The completion of a Group whose Majors come under the designation "General Letters" leads to the degree "Bachelor of Arts"; the completion of a Group whose Majors are Science, leads to the degree "Bachelor of Science."

Requirements for Graduation

All students are required to complete before graduation fourteen hours of English, ten hours of Mathematics,

eight hours of Laboratory Science, eight hours of History or Social Science, and eight hours to be selected from the following: Bible Literature, Bible History, Theism and Evidences, and Religious Education.

When to Choose Group

The successful operation of the group plan necessitates that the student choose the group which he is to pursue not later than the beginning of his Sophomore year.

A table of seven groups is appended. The first two subjects named are the Majors. The figures after each subject indicate the number of hours in that subject required for graduation.

Importance of the Choice of a Group

The choice of the course outlined in the right Group will greatly facilitate one's preparation for his life calling. Students, therefore, looking forward to educational work are advised to select Group I., and all who complete this course may obtain a first class State Teacher's Certificate without examination. The free electives shall consist largely of those subjects which the student intends to teach. So of all the Groups.

Group II. aims at a general scientific training, and should be chosen by students who desire work leading toward medicine, veterinary science, and kindred professions.

Group III. furnishes a course preparatory to engineering and any other pursuit demanding a thorough training in mathematics and physical science.

Group IV. emphasizes the political and other social sciences and its course gives an invaluable preparation for the legal profession.

Group V. is made up of subjects especially suited to all forms of religious work, and is recommended to those who are called to the Christian ministry, or to other departments of distinct religious activity.

Group VI. relates to household economics, and its course will furnish special training in the wide field of domestic arts.

Group VII. suggests a course without any definite vocational end, simply a general literary education of wide cultural range.

GROUP I.

Teaching

Education and Psychology.....	20
Foreign Language	16
Laboratory Science	16
English	12
Mathematics	10
History and Political Science...	8
Philosophy	6
Economics and Social Science...	8
Religious Education	6
Free Electives	26

GROUP II.

Medical, Etc.

Biology	24
Physical Science	18
Foreign Language	16
English	12
History and Social Science...	12
Mathematics	10
Psychology	6
Public Speaking	4
Religious Education	6
Free Electives	18

GROUP III.

Engineering, Etc.

Physical Science	24
Mathematics	18
Modern Language	16
English	12
History and Political Science...	8
Economics and Social Science...	8
Biology	8
Geology	8
Religious Education	6
Free Electives	18

GROUP IV.

Legal, Etc.

History and Political Science...	24
Economics and Sociology	16
Foreign Language	16
English	12

Mathematics	10
Laboratory Science	8
Philosophy and Psychology.....	10
Public Speaking	8
Religious Education	6
Free Electives	16

GROUP V.

Religious Work

English	18
Philosophy	14
Greek	16
Bible and Religious Education...	12
Mathematics	10
Public Speaking	8
Laboratory Science	8
History and Political Science...	8
Economics and Social Science...	8
Psychology	6
Free Electives	18

GROUP VI.

Domestic Arts

Domestic Science	28
Physical Science	16
Biology	16
English	12
Mathematics	10
Economics and Social Science...	8
Psychology and Education.....	8
Public Speaking	4
Religious Education	6
Free Electives	20

GROUP VII.

General Education

Foreign Language	32
English	12
Mathematics	10
Laboratory Science	8
History	8
Philosophy	6
Social Science	8
Religious Education	6
Free Electives	36

FRESHMAN-SOPHOMORE SCHEDULE

	FIRST SEMESTER	SECOND SEMESTER
7:30		
8:20	Freshman Algebra—5 American History—4	Trigonometry—5 Medieval History—4
9:10	Latin IV—4 German I—5	Latin IV—4 German I—5
10:25	Freshman English—3 Psychology—3 Bible—1	Freshman English—3 Psychology—3 Bible—1
11:15	German II—4 Greek I—4	German II—4 Greek I—4
1:10	Sophomore English—3	Sophomore English—3
2:00	Biology I—4 Chemistry I—4	Biology I—4 Chemistry I—4
2:50	Biology Lab. 2 periods Chemistry Lab. 2 periods	Biology Lab. 2 periods Chemistry Lab. 2 periods

Freshmen and Sophomores will carry a minimum of 15 hours and a maximum of 18 hours chosen from the above schedule.

JUNIOR-SENIOR SCHEDULE

	FIRST SEMESTER	SECOND SEMESTER
8:20	Comparative Anatomy—4 Logic—3 General Philosophy—2 Physics II—2.	Economic Zoölogy—2. Biological Theory—2 Logic—3 General Philosophy—2 Physics II—4
9:10	Biological Laboratory—2 Junior English—4 Principles of Economics—4 Physics Lab. Lect.—5	Biological Laboratory—2 Junior English—4 Agricultural Economics—2 Principles of Sociology—3 Physics Lab. Lecture—5
10:25	General Botany—4 French I—4 English History—4	General Botany—4 French I—4 Government—4
11:15	Analytic Geometry—4 History Education—3 Oratory and Debate—4 Botany Lab.—2	Differential Calculus—4. Educational Supervision and Administration—4 Oratory and Debate—4 Botany Lab.—2
1:10	German III—3 Advanced Am. History—2 Political Science—3. Chemistry II Lecture—2 Greek II—4	German III—3 Adv. American History—2 Diplomatic History—3 Chem. II Lecture—1 Greek II—4
2:00	French II—3 Child Study—2 Principles of Education—3. Integral Calculus—4 Chemistry Lab.—2	French II—3 Educational Psychology—2 Methods of Education—3 Chem. Lab.—3
2:50	Latin V—4 Elocution—5 Chem. Lab.—2	Latin V—4 Elocution—5 Chem. Lab.—3

COLLEGE OF LIBERAL ARTS

Description of Courses

BIBLE

New Testament

This course consists in studies in the life of Christ and the founding of the Church. It is required of all Freshmen. One hour a week through the First Semester. 10:25 Tuesday.

Old Testament

The historic side of this study will be enlivened by special interpretations of the lives of the Old Testament heroes. This concrete presentation gives the work a maximum value in character forming. Required of all Freshmen. One hour a week through the Second Semester. 10:25 Tuesday.

The Social Program of Christ

In this course a practical interpretation of Christ's teachings makes their application to social problems of today clear, and enlists the coming man in the warfare for social betterment, as well as for a sound personal religious experience. Required of all Sophomores. One hour a week through the First Semester. 10:25 Thursday.

Life Work

Here it is designed to bring the student face to face with his life problems under such circumstances as will favor a safe solution. Required of all Sophomores. One hour through the Second Semester. 10:25 Thursday.

Theism and Evidences

This work is more fully described under the Department of Philosophy. It is required of all students in their Junior or Senior year. Two hours a week through the Second Semester. 8:20 Tuesday and Thursday.

PHILOSOPHY

PROFESSOR MASTERS

History of Philosophy

This course constitutes a whole year's work. The field is well covered—Greek, Roman, Medieval, and Modern Philosophy—each receives thorough treatment. The work is based upon such authors as Webber and Falckenberg. Parallel reading and research supplement the text and lectures at important points. This course will be given in 1917-18, and each alternate year thereafter.

Through the Senior year. 8:20 Tuesday and Thursday.

GENERAL COURSE

This series of studies constitutes a year's work and is intended as a constructive view of the subject based on critical methods. It is foundation work on which to build a personal system of philosophy. Standard texts are employed on the various phases of the subject. These courses will be given in 1916-1917 and in each alternate year thereafter. For Seniors.

Problems of Philosophy

In the first half of the semester is considered the basic problems of knowledge. The laws and forms of valid thought, the possibilities and limitations of reason critically expounded, afford a basis of consistent thinking. The second half of the semester is given to the problems of Metaphysics proper. In answering the question, "How shall we think of reality?" many problems are considered, upon the understanding of which depends any comprehensive view of the world.

First Semester. Two hours a week. 8:20 Tuesday and Thursday.

Theism and Evidences

In this course one special aim is held in view. The personal element is made prominent—the development, each for himself, of a positive, practical philosophy of life. Thought is directed in the development and discussion of the generally accepted philosophy of the modern religious

world, the Philosophy of Theism. In the second half of the semester attention is directed to the philosophical and practical grounds of belief in Christianity as a personal life plan.

Second Semester. 8:20 Tuesday and Thursday.

Logic

This course is pursued with a view to the practical application of its principles to reasoning and scientific investigation. Textbook work is supplemented by numerous references, while frequent exercises illustrate the principles and fix them in memory.

First Semester. Junior Year. 8:20 Monday, Wednesday, and Friday.

Ethics

This course covers the subject in three phases: First, the historical, the origin and growth of ethical ideas from primitive society; second, the critical, consisting of the discussion of the various ethical theories; and third, the practical, in which the ethical principles thus desired are applied to the social and industrial problems of to-day. Dewey and Tuft's text is made the basis of study.

Second Semester. Junior year, 8:20 Monday, Wednesday, and Friday.

LATIN

PROFESSOR VERRY

I.

1. Livy, Books XXI., XXII., and Cicero, *De Senectute*, and *De Amicitia*.

The history of the Punic Wars is used as a basis for a fuller history of the early republic. A study of Roman Philosophy, with occasional reference to the Tusculan Disputations. Lease's *Livy*, Kelsey's *Cicero*, *De Senectute*, and *De Amicitia*.

First Semester. Four hours a week.

2. Horace, Odes, and Epodes.

In connection with the Odes, a study is made of the "Golden Age" of Augustus. Especial attention is paid to the different meters of Horace. Bennett's *Horace*.

Second Semester. Four hours a week.

II.

1. Tacitus, Agricola, and Germania.

These works of Tacitus are used as a basis for a study of the "Silver Age" of Trajan. Attention is given to the state of civilization of the contemporary Britains and Germans. A careful analysis of the Roman styles of biography is made. Gudeman's *Tacitus*.

First Semester. Four hours a week.

2. Tibullus, Propertius, and Ovid.

A selection of the elegiac poems of these three poets—a study in careful translation—dealing largely with their relations to the patrons of literature in the Augustan age, Mæcenâs, Messala, and Pollio.

Second Semester. Four hours a week.

GREEK

PROFESSOR VERRY

1. Xenophon, Anabasis, Books II., III., IV.

The grammatical work is emphasized, and especial attention is given to forms, idioms, and syntax. Smith's *Anabasis*.

First Semester. Five hours a week.

2. Homer, Iliad, Books I., II., and Selections, Odyssey, Books I., II.

Emphasis is placed upon the Epic Dialect and Syntax. Mythology. Homeric Hexameter. Sterrett's *Illiad*.

Perrin and Seymour's *Odyssey*.

Second Semester. Five hours a week.

II.

1. **Lysias, Orations; Plato, Apology and Crito.**

A study of Grecian Oratory and Philosophy and the History of the period. Prose Composition. Waite's *Lysias*. Kitchell's *Plato*.

2. **Introduction to Greek Drama.**

Two plays will be read. Attention given to Greek meters and study of the Greek Theater. White's *Oedipus Tyrannus*. Bate's *Iphigenia in Tauris*.

Second Semester. Four hours a week.

History of Greek and Roman Literature.

A course in English planned to familiarize the student with the great body of Greek and Roman Literature—epic and lyric poetry, drama, oratory, history, and philosophy tracing the development of these, the one from the other as influenced by the advance in civilization of the Greek and Roman people. Fowler's *Histories of the Ancient Greek and Roman Literatures*.

First Semester. Three hours a week.

Mythology.

A course tracing the origin, growth, and significance of the myths and legends of both ancient and medieval peoples, and the influences these have exerted on art and modern English poetry. Fairbanks' *Mythology*. Guerber's *Myths of Northern Lands*.

Second Semester. Three hours a week.

New Testament Greek.

A course for those interested in the original text of the New Testament with some emphasis upon interpretation. Wescott and Hort.

Second Semester alternating with "Homer." Five hours a week.

ENGLISH LANGUAGE AND LITERATURE

PROFESSOR WARD

1. **Freshman English.**

Prose: A Study of the Forms of Literary Prose. Critical analysis of Prose masterpieces with the aim to dis-

cover the principles of Composition. Weekly themes. Intensive study of the Paragraph, and Essays in Narration, Description, Exposition, and Argumentation.

Poetry: A Study of the Nature and Forms of Poetry. Critical analysis of standard types of Epic, Dramatic, and Lyric Verse. Written studies designed to develop facility in interpreting the form and subject-matter of poetry.

Throughout the year. Three hours a week. Monday, Wednesday, and Friday, 10:25.

Required of all students.

2. Rhetoric.

The aim of the course is to develop a clear and forcible style of writing. The principles of style and the characteristics of the different forms of literary prose are studied by analysis of these forms as they appear in the works of standard writers. Each student will write and submit for criticism a series of themes in the standard forms of Prose, Exposition, Argumentation, Narration, Description.

First Semester. One hour a week. Friday, 1:10.

3. Literary Interpretation.

This course includes:

1. Lectures on the nature of literature and on the spirit and method of literary analysis.

2. Many written and oral analyses by the class of short poems and of prose selections from the best English and American authors.

The aim of the course is to cultivate the faculty of seeing what is the most worthy of attention in a piece of literature.

First Semester. Two hours a week. Monday, Wednesday, 1:10.

4. Shakespeare.

Three representative plays will be studied in detail with special reference (1) to interpretation, and (2) to the principles of dramatic art as these are exemplified in the writings of Shakespeare. Outline studies embracing detailed analysis of plot, character, and literary qualities are

required. Special topics are assigned for personal investigation. Students are encouraged to gather stores of memory gems.

Second Semester. Three hours a week. Monday, Wednesday, and Friday, 1:10.

5. Bible Literature.

In this course no attention will be paid to doctrinal discussions, but the Bible will be studied purely as literature, with a design of acquainting the students with the wealth of literary form and the profound subject-matter of the Hebrew Scriptures. The standard literary forms, History, Story, Epic, Lyric, Idyl, and Drama, will be traced. Something of the molding influences of Bible thought, imagery, and language upon English Literature will be pointed out. Given in 1916-17, and in alternate years.

First Semester. Four hours a week. Tuesday, Wednesday, Thursday, and Friday, 9:10.

6. Nineteenth Century Prose.

The course in English Prose will have a twofold object: (1) a study of prose style exemplified in the writings of recognized masters; (2) a comparative study of the æsthetic, ethical, and social teachings of the writers selected. Representative writings of Macaulay, DeQuincey, Carlyle, Ruskin, Arnold, Newman, and Emerson will furnish the material for study. Individual topics will be assigned for exhaustive investigation.

Second Semester. Four hours a week.

7. The Poetry of Tennyson.

Selected poems are studied with a view to tracing the growth of Tennyson's mind and art, and to discovering his attitude toward contemporary life and thought. Daily written analysis of each poem selected for minute study, embracing interpretation of subject-matter and discovery of literary quality, is required. Special topics on the chief characteristics of Tennyson's thought and poetic workmanship will be assigned for individual investigation. Given in 1915-16 and in alternate years.

First Semester. Four hours a week. Tuesday, Wednesday, Thursday, and Friday, 9: 10.

8. The Poetry of Browning.

The study of selected poems grouped according to subject-matter is so directed as to reveal the depth and versatility of Browning's genius. Emphasis is laid upon Browning's presentation of the soul's struggles and aspirations, and upon the inner harmony that usually exists between the subject-matter and the form of his poetry. Daily written analyses are required. Given in 1915-16 and in alternate years.

Second Semester. Four hours a week. Tuesday, Wednesday, Thursday, Friday, 9: 10.

9. Prose Fiction.

The course in Prose Fiction is designed to aid students to form mental habits that will make novel-reading a means of intellectual growth and healthful spiritual pleasure, it recognizes the fact that most people will continue throughout life to be readers of fiction. One work of standard fiction will be analyzed in detail to discover the principles that underlie this form of literary art. The aim of the work, and the handling of plot, character, and setting will be studied at length. A number of other novels supplementary to the one selected for minute examination will be studied less in detail.

First Semester. Four hours a week.

10. History of the English Novel.

Lectures on the origin, nature, and development of the English novel. Extensive readings from the works of novelists representing characteristic periods and tendencies. Frequent reports by each member of the class.

Second Semester. Four hours a week.

11. Argumentation.

Analysis of selected argumentative speeches; a study of evidence and methods of proof; practice in brief-making; formal debates.

First Semester. Four hours a week.

12. American Poets.

A study of representative poems from Bryant, Poe, Emerson, Longfellow, Whittier, Holmes, Lowell, Whitman, and Lanier, with an inquiry into the influences that helped to make American poetry what it is. Extensive study of a particular poet by each member of the class. Given in 1916-17 and in alternate years.

Second Semester. Four hours a week. Tuesday, Wednesday, Thursday, Friday, 9: 10.

MODERN LANGUAGES

PROFESSOR APPLETON

1. Second German.

Several Classics are read, such as "Das Peterle von Nurmberg," Bluthgen; "Immensee," Storm; "Die Jungfrau von Orleans," or "Wilhelm Tell," Schiller; and "Der Trompeter von Sakkingen," Scheffel.

Throughout the year. Four hours a week.

2. Third German.

"Bilder aus der Deutschen Litteratur," Keller. This is a general survey of German literature, with numerous selections from the authors studied.

Throughout the year. Three hours a week.

1. First French.

Thieme and Effinger's grammar is studied throughout the year.

Throughout the year. Four hours a week.

2. Second French.

During the year several French classics are read, such as, "Athalie," Racine; "Le Cid," Corneille; "Tartarin de Tarascon," Daudet; and "Pecheur d' Islande," Loti.

Throughout the year. Three hours a week.

3. German Conversation.

Throughout the year. One hour a week.

BIOLOGY

PROFESSOR HAYS.

The Biological Department is well equipped with microscopes, microtomes, ovens, charts, models, microscopic and lantern slides, and other material and apparatus necessary for doing thoroughly modern work. The departmental library is excellent and the museum is well stocked with representative forms suitable for study and demonstration.

Courses having even numbers will be given the second semester, the odd numbered ones being given during the first semester. Thus Biology 1-2 will be a course covering the full school year. Course 5 will be given during the first semester only. The hours given represent the credit hours per semester.

1-2. Animal Biology.

This course is general in character and is preliminary to further work in the department. The work will consist of two lectures and two double laboratory periods a week throughout the year.

Four hours. Lectures Tuesday and Thursday. Laboratory Monday and Wednesday. 2:00 o'clock.

3-4. General Botany.

This course gives a general resume of the plant kingdom, taking up the problems of physiology, morphology, and ecology.

Four hours. Two lectures and two double laboratory periods a week throughout the year.

Lectures Tuesday and Thursday. Laboratory Wednesday and Friday. 10:25 o'clock.

5. Comparative Anatomy.

The work of this course will be very largely confined to the laboratory with lectures from time to time as the work of the course may demand. A number of representative vertebrates, will be studied in detail. Prerequisite, Biology 1-2. Alternate years. Given in 1916.

Four hours. Tuesday, Wednesday, Thursday, Friday. 8:20 o'clock.

6. Economic Zoölogy.

A review of the animal kingdom with special emphasis placed upon the economic importance of the Insects and Birds. Prerequisite, Biology 1-2.

Two lectures, demonstrations, or field trips per week. Two hours. Wednesday and Friday, 8:20. Alternate years. Given in 1916.

8. Biological Theory.

Two hours. The various problems of Organic Evolution and Heredity will be taken up in lectures and special reports. Prerequisite Biology 1-2, 5, and 6. Alternate years. Given 1916. Lectures Tuesday and Thursday, 8:20 o'clock.

9. Histology.

Four hours. A careful study of animal tissues will be required in this course. The student will prepare his own microscopical material. Prerequisite Biology 1-2 and 5. Alternate years. Given 1917. Lectures Wednesday and Friday. Laboratory Tuesday and Thursday. 8:20 o'clock.

10. Embryology.

Four hours. The development of the chick will be taken up in this course. The student will prepare his own microscopical material. Prerequisite Biology 1-2, 5, and 9. Alternate years. Given 1917. Lectures Wednesday and Friday. Laboratory Tuesday and Thursday. 8:20 o'clock.

HOME ECONOMICS

PROFESSOR CURREY.

This branch of practical education stands for:

The ideal home life of to-day unhampered by the traditions of the past.

The utilization of the resources of modern science to improve the home life.

The freedom of the home from the dominance of things and their due subordination to ideals.

The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and society.

—Taken from "Handbook of Housekeeping."

SCOPE OF SUBJECTS

1. Foods I.

This course includes the subject of foods and food preparation in its scientific and economic phase. The course extends throughout the year. Two one-hour recitations and two three-hour laboratories. Four hours credit. Prerequisite or parallel subject Chemistry I. Semester fee, \$7.50

2. Foods II.

This is a continuation of Course I. It includes planning, serving, and marketing food. Dietaries are thoroughly studied. The course extends throughout the year. Two one-hour recitations and two three-hour laboratories. Four hours credit. Prerequisite or parallel subject Household Chemistry. Semester fee, \$7.50.

3. Personal Hygiene.

In the first semester this course includes a study of the care of the body, clothing, and surroundings. One one-hour recitation.

Home Nursing, second semester. This is a study of the care of the sick under home conditions; also the preparation of food for the sick. One hour credit. Semester fee, \$1.50. It is recommended that this course be taken with Foods I.

4. Textiles I.

This course includes a study of the different fibres and fabrics and their manufacture. The laboratory work consists of model work, drafting patterns and the making of the following articles: Sewing apron, kimono, night gown, combination suit, under skirt, or slip, and a tailored waist. One one-hour recitation, and two three-hour laboratories. Semester fee, \$1.50.

5. Textiles II.

This is a continuation of course 4. In this individual costume design is studied and history of costume, millinery, and embroidery. Laboratory work consists in the making of the following: Lingerie waist, wool skirt, a fancy dress, applied art embroidery of all kinds and making of several small hats and one large one. One one-hour recitation and two three-hour laboratories. Semester fee, \$1.50.

6. Home Construction and Sanitation.

First semester a study of location, plans, materials, heating, lighting, ventilation, and plumbing of houses. Prerequisite, course 3.

Home Decoration, second semester. This will include interior decoration from the standpoint of utility, economy and beauty. One recitation a week.

7. Home Management.

During the first semester this will consist in a study of income and the management of homes under varied conditions of life. One hour a week. Prerequisites, courses 1, 2, 6.

8. Home Economics Pedagogy

In the second semester this course considers the place of Home Economics in education and its correlation with other subjects in the curriculum, methods, courses of study, practice teaching, and observation. One hour recitation a week.

SCHEDULE FOR HOME ECONOMICS

First Semester, Personal Hygiene. Second Semester, Home Nursing. One hour, Tuesday 9:10.

First Semester, Home Management. Second Semester, Home Economics Pedagogy. One hour, Thursday, 9:10.

Foods II Recitation—Tuesday and Thursday, 10:25.

Foods II Laboratory—Monday and Tuesday, 2:50–5:10.

Textiles II Recitation—Wednesday, 10:25.

Textiles II Laboratory—Wednesday and Thursday, 2:00–4:00.

First Semester, Home Sanitation. Second Semester, Home Decoration, Friday, 10:25.

Foods I Recitation—Tuesday and Thursday, 11:15.

Foods I Laboratory—Monday and Tuesday, 2:50—5:10.

Textiles I Recitation—Wednesday, 11:15.

Textiles I Laboratory—Wednesday and Thursday, 2:00—5:10.

PHYSICAL SCIENCE

PROFESSOR GEAUQUE.

The Physical Science laboratories are well located and equipped with apparatus and materials necessary for the work comprehended in the courses offered. Individual work is emphasized. The lecture-laboratory method of instruction is employed in all the work of the department.

Culture is the primary aim of the courses offered, but the foundation is well laid for technical training.

Students contemplating professional pursuits will find these courses adapted to their needs.

All students taking laboratory courses are required to deposit with the treasurer an amount sufficient to cover cost of materials used and apparatus broken or injured beyond ordinary wear. At the end of the course the balance of deposit not used will be returned to the student. The amount of deposit is regulated by the nature of the work pursued. In General Physics a uniform deposit of \$2.00 is required; Chemistry, 1, 2, and 3, \$3.00.

CHEMISTRY

The courses in chemistry are designed to meet the needs of three classes of students: Those who wish to gain an elementary knowledge of the subject as a part of a general culture course, those who intend to pursue some technical application of science, and those who intend to take up chemistry as a profession and so desire a broad foundation for advanced work.

No liberal education is complete without a course in chemistry, because the subject-matter is of fundamental

importance in every-day life. The application of chemistry to commercial problems has broadened the field, and has also increased the demand for men and women trained in this line of work.

In order to meet this demand the course has been strengthened and apparatus supplied to meet the new requirements.

Four years of chemistry are now offered, in addition one year of research work leading to baccalaureate thesis is now open to students who show ability for original work along this line. The student who selects chemistry as a major and satisfactorily completes the course outlined below will be prepared to enter technical schools as a candidate for advanced degrees—to take up remunerative work as a technical analytical chemist, or to engage in teaching chemistry.

1. General Inorganic Chemistry.

Two recitations, one experimental lecture and two laboratory periods a week. A study of the non-metallic elements and the fundamental principles of chemistry. The laws of chemical combination, the atomic theory, equations and calculations, the theory of ionization and electrolysis, etc., are studied.

First Semester. Five hours credit.

Recitations and Lecture. Monday, Tuesday, and Wednesday, 2:00.

Laboratory. Thursday and Friday, 2:00—3:40.

Prerequisite, High School Physics.

2. General Inorganic Chemistry.

Two recitations, one experimental lecture, and two laboratory periods a week. A study of the metallic elements and elementary qualitative analysis. The periodic law, molecular weights, thermochemistry, theory of solutions, etc., are studied. A continuation of Course 1.

Second Semester. Five hours credit.

Prerequisite, Chemistry 1.

3. Qualitative Analysis.

Two lectures and six hours laboratory a week. A study of the theory of solutions, ionization, etc., with a laboratory method for the detection of the common cations and ions.

First Semester. Four hours credit.

Lectures. Tuesday and Thursday, 1:10.

Laboratory. Monday and Thursday.

Prerequisite, Chemistry 2.

4. Organic Chemistry.

Two lectures and two laboratory periods a week. A study of the aliphatic and aromatic compounds of carbon.

Second Semester, 1916-1917. Four hours credit.

Lectures. Tuesday and Thursday, 1:10.

Laboratory. Monday and Wednesday.

Prerequisite, Chemistry 2.

5. Quantitative Analysis.

Laboratory work in gravimetric and volumetric analysis with one lecture a week. The credit depends upon the number of determinations made.

Either semester or throughout the year according to the individual needs.

Prerequisite, Chemistry 2.

6. Historical Chemistry.

Two lectures a week.

First Semester, 1916-1917. Two hours credit.

Prerequisite, Chemistry 5.

PHYSICS

1. College Physics.

Three recitations and two laboratory periods a week. A general course in Mechanics, Molecular Physics and Heat, presented mainly from the experimental standpoint.

First Semester, 1916-1917. Four hours credit.

Lecture. Monday, Wednesday, and Friday, 9:10.

Laboratory. Tuesday and Thursday, 8:20—9:10.

Prerequisite, High School Physics.

2. College Physics.

Three recitations and two laboratory periods a week. A general course in Electricity, Sound and Light. A continuation of Course 1.

Second Semester, 1916-1917. Four hours credit.

Lecture. Monday, Wednesday, and Friday, 9:10.

Laboratory. Tuesday and Thursday, 8:20—10:00.

Prerequisite, College Physics 1.

GEOLOGY**1. General Geology.**

Three lectures a week with laboratory, map work and field trips. A study of Physiography and Elementary Mineralogy.

First Semester, 1917-1918. Four hours credit.

Lecture. Monday, Wednesday, and Friday, 9:10.

Prerequisite, Chemistry 2.

2. Historical Geology.

Three lectures a week with laboratory and map work. A study of the history of the development of the North American continent and the leading facts concerning the history of life development. Laboratory work in the interpretation of geological maps.

Second Semester, 1917-1918. Four hours credit.

Lecture. Monday, Wednesday, and Friday, 9:10.

Prerequisite, Geology I and Biology.

MATHEMATICS

PROFESSOR YOTHERS.

1. College Algebra.

The work in Algebra consists of a rapid review of quadratic equations, followed by the study of arithmetic, geometric and harmonic progressions, and binomial theorem, the theory of logarithms with their computation and use, choice and chance, some elementary work in the theory of equations, the solution of equations of higher degree than the second, graphs, complex numbers, and determinants.

First Semester. Five hours a week.

2. Trigonometry.

Plane, analytical, and spherical. The ratio method of defining the trigonometric function is used. In connection with this course numerous practical problems relating to surveying, navigation, geodesy, and astronomy, are discussed.

Second Semester. Five hours a week.

3. Analytic Geometry.

The work includes straight lines, circles, loci, and the conic sections, together with a discussion of the general equations of the second degree.

First Semester. Four hours a week.

4. Differential Calculus.

Differentiation, successive differentiation, function of two or more variables, change of variable, indeterminate forms, maxima and minima, development of functions into series, tangents, normals, asymptotes, curvature, evolute, envelopes and curve tracing.

Second Semester. Four hours a week.

5. Integral Calculus.

Integration, the inverse of differentiation, fundamental rules, and methods of integration, integration of irrational, trigonometric, and exponential functions, successive integration, multiple integrals, application of the principles of calculus to problems of area and volume.

First Semester. Four hours a week.

6. Differential Equations.

Methods of solution of ordinary and partial differential equations. Special attention is given to those equations which are met with in physics and engineering work.

Second Semester. Three hours a week.

General Astronomy.

The fundamental concepts and problems of Astronomy. A comprehensive treatment of the subject as descriptive methods will permit.

Second Semester. Four hours a week.

HISTORY AND POLITICAL SCIENCE

PROFESSOR GUISE.

1. American History.

Four hours weekly. First Semester. This is a general course covering the period since 1783. Formal papers will be required. Textbook: Bassett's "A Short History of the United States," or its equivalent. Tuesday, Wednesday, Thursday, and Friday, 8:20.

Freshman-Sophomore requirement.

2. Medieval European History.

Four hours weekly. Second Semester. This course furnishes a survey of European history from the Roman Empire to the eighteenth century. Textbooks: Robinson and Breasted's "Outlines of European History," and Adams' "Civilization During the Middle Ages." Tuesday, Wednesday, Thursday, and Friday, 8:20.

Freshman-Sophomore requirement.

3. English History.

Four hours weekly. First Semester. This is a general course covering the whole period of English history. Supplementary work will be done in the industrial and constitutional phase. Textbook: Larson's "History of England." Monday, Tuesday, Thursday, and Friday, 10:25.

4. Eighteenth Century European History.

Three hours weekly. First Semester. This course furnishes an intensive study of the period. The development of the modern nations and the spirit of reform prior to the French revolution will be treated fully. Textbook: Bourne's "The Revolutionary Period in Europe," or its equivalent. Monday, Wednesday and Friday, 1:10. (Omitted 1916-1917.)

5. Nineteenth Century European History.

Three hours weekly. Second Semester. This course furnishes an intensive study of the period. The growth of democracy and nationality will be stressed. Textbook: Hazen's "Europe Since 1815," or its equivalent. Monday, Wednesday, Friday, 1:10. (Omitted 1916-1917.)

6. Advanced American History.

Two hours weekly. First Semester. Certain large problems will be chosen in the period 1815 to 1850 and will be studied intensively. Extensive library readings will be required and reports given. Attention will be given to westward development, Jacksonian democracy, and the slavery question. Tuesday, and Thursday, 1:10.

7. Advanced American History.

Two hours weekly. Second Semester. The national problems since 1875 will be given attention. Extensive library readings will be required and reports given. The questions of industrial development and of territorial expansion will be treated fully. Tuesday and Thursday, 1:10.

8. Government.

Four hours weekly. Second Semester. This course furnishes an analysis and critique of the American institutions. The functioning of the Federal, State, and local governments will be emphasized. Textbook: Beard's "American Government and Politics." Monday, Tuesday, Thursday, and Friday, 10:25.

9. Political Science.

Three hours weekly. First Semester. The nature of the State, and the structure of government will be given attention. Some attempt will be made to study governments comparatively. Textbook: Gettell's "Introduction to Political Science." Monday, Wednesday, and Friday, 1:10.

10. Diplomatic History.

Three hours weekly. Second Semester. This course will outline the problems that have developed in the relations of the United States with other countries throughout the whole period. The last two decades will be covered in detail. Textbook: Fish's "American Diplomacy." Monday, Wednesday, and Friday, 1:10.

ECONOMICS AND SOCIAL SCIENCES

PROFESSOR GUISE.

1. Principles of Economics.

Four hours weekly. First Semester. The factors in production, consumption, distribution, value, etc., will be studied in connection with a brief survey of some of the economic problems. Textbook: Seager's "Principles of Economics." Monday, Wednesday, Thursday, and Friday, 9:10.

2. Agricultural Economics.

Two hours weekly. Second Semester. This course will deal with the factors of agricultural production, and management in agriculture. Some attention will be given to rural life problems. Textbook: Carver's "Principles of Rural Economics." Tuesday and Thursday, 9:10.

3. Labor Problems.

Two hours weekly. Second Semester. The factory system, modern organization of labor, trade-union methods, methods of promoting industrial peace, and recent tendencies in the industrial world will receive attention. Textbook: Adams and Sumner's "Labor Problems," or its equivalent. Tuesday and Thursday, 9:10. (Omitted 1916-1917.)

4. Principles of Sociology.

Three hours weekly. Second Semester. Attention will be given to the principles, factors, forces and laws of social organization. Social progress, and its physical, psychological, economic, and cultural foundations will be adequately treated. Textbook: Blackmar and Gillin's "Outlines of Sociology." Monday, Wednesday, and Friday, 9:10.

5. Social Pathology.

Two hours weekly. First Semester. The social problems created by the dependent, defective, and delinquent classes will be set forth. This will be an historical treatment as well as a discussion of modern methods. Text-

book: Smith's "Social Pathology." Tuesday and Thursday, 1: 10. (Omitted 1916-1917.)

6. Rural Sociology.

Two hours weekly. Second Semester. Rural life in general will be treated. Considerable stress will be given to both the rural church and the rural school. A rural survey is contemplated. Textbook: Gillette's "Constructive Rural Sociology," or its equivalent. Tuesday and Thursday, 1: 10. (Omitted 1916-1917.)

PSYCHOLOGY AND EDUCATION

PROFESSOR MASTERS.

PSYCHOLOGY

1. General Psychology.

This course covers in a comprehensive way the whole field of psychic life, and is intended as a foundation course for all work in Philosophy, Education, and Social Sciences which require such preparation. Such texts as Angell, James, and Tichener are used as a basis for study, with supplementary lectures, reading, demonstrations, and experiments.

Throughout the Sophomore year. Three hours a week. Monday, Wednesday, and Friday, 10: 25.

2. Genetic Psychology.

Brief attention is given to the origin of consciousness and conscious processes in animal forms. Careful study is given to the development of the mind in the child and the race. The investigations are directed toward the solution of the problems of the home and the school. Standard texts and independent reading and investigation are employed as a means to that end.

First Semester, Junior year. Two hours a week. Tuesday and Thursday, 2: 00.

3. Educational Psychology.

The principles of psychology are here applied directly to the problems of education. The learning processes and the psychology of habit receive special attention. Mental

measurements and the application of standards in school work are illustrated by demonstrations and experiments. Thorndike's "Educational Psychology," and other related texts are used.

Second Semester, Junior year. Two hours a week. Tuesday and Thursday, 2:00.

EDUCATION

1. History of Education.

This course traces educational ideals and methods from the earliest times to the present. The relation of educational interests to general historic movements is made clear. The student is made acquainted with many authorities, including original sources. Monroe's "Textbook in the History of Education," or equivalent works, is used.

First Semester, Senior year. Monday, Wednesday, and Friday, 11:15.

2. Principles of Education.

Here are emphasized the foundation principles of education. The Biological, Psychological, and Sociological contributions are considered in relation to the new interpretation of education. In this way a Philosophy of Education is worked out while the science is set forth as a basis for the Art of Teaching.

First Semester, Junior year. Monday, Wednesday, and Friday, 2:00.

3. Methods.

General method is formulated and the application is made to special subjects in the working out of type lessons. Visiting for observation and discussion of observed methods is employed. Lectures upon methods of teaching particular subjects are given by members of the faculty and other specialists.

Second Semester, Junior year. Monday, Wednesday, and Friday, 2:00.

4. Supervision and Administration.

This course views school management from the standpoint of the superintendent, principal, teacher, and patrons

of the schools. It includes discussions of our system of public schools in its various phases, and seeks to fit for leadership in the teaching profession as well as for lay leadership in the interest of a more efficient administration of our educational institutions.

Second Semester, Senior year. Monday, Wednesday, and Friday, 11:15.

5. Educational Problems.

This course affords an opportunity for first-hand study of some of the many educational problems of to-day, among them, the Rural Schools, Vocational Education, Secondary Education, Religious Education, and others of equal importance. When desired by classes of five or more, one such problem is chosen for each year, according to the trend of interest, or requirements of the situation. The courses are thorough, being based upon standard texts upon the subjects supplemented by other means to make the work real and inspiring.

Either Semester, Senior year. Three hours a week. Tuesday and Thursday, 11:15.

Notes.

1. For preparatory work in education, see explanation of "Teachers' Course," in the Academy.
2. Those wishing to secure State certificates must take six semester hour credits in General Psychology, and fourteen semester hour credits in other lines of education.

COLLEGE PRIZES

1. Armstrong Cup—Austin C. Repp.
2. Trustees' Scholarship—Austin C. Repp.
3. Martin and Mary J. Wheaton Scholarship—Luelda Carlton, Pauline Harold.
4. Nellie C. Robertson Scholarship—Thomas McMillan.
5. Jesse H. Gray Scholarship—Ruth Steele.
6. Historical Medal—Marie Coyle.

THE ACADEMY

FACULTY

MARION RICHARDSON DRURY, A.M.

President

VICTOR J. HAYS, Ph.D.

Principal

HENRY WINFIELD WARD, A.M.

English

M. ELIZABETH APPLETON, A.M.

German

JOHN FRANK YOTHERS, A.M.

Mathematics

WILLIAM LESLIE VERRY, A.B.

Latin and Greek

ROSS MASTERS, Ph.M.

Education

L. CURTIS GUISE, A.M.

History

H. A. GEAUQUE, A.M.

Physical Science

SPENCER C. NELSON, A.B.

Orthography

ETHEL A. GROSE

Reading and Grammar

ROBERT E. GUTHRIE

Penmanship

THE ACADEMY

TUITION

For each Semester, \$20.00.

GENERAL STATEMENT

The Academy provides two courses of study, the Academy Course and the Teachers' Course.

The Academy Course is for persons who wish to prepare to enter college, and, as well, for those who wish to secure a good educational foundation for life's work, and who do not wish to carry their school work farther than a good secondary school education. The course is four years in length, and fits for entrance to the best standard colleges.

The Teachers' Course is intended for those who wish to prepare to teach in the public schools. In it, special attention is given to the work of teaching how to teach and to build up a knowledge of the fundamental branches.

ENTRANCE REQUIREMENTS

Applicants for admission to the Academy course should present certificates of work previously done. Credits from schools of satisfactory standing are accepted at full value. The course presumes a thorough knowledge of all the common branches. Persons who have not completed the common school work will find splendid opportunity to complete these subjects in the Sub-Preparatory Course, described on page 72. Those who have a good understanding of branches taught through the eighth grade of our best public, city, and county schools are entered as first-year Academy students.

GRADUATION

Students who have completed thirty credits in the Academy will be granted a diploma admitting to unconditional standing in the Freshman Class of the college.

Students completing a minimum of twenty-eight credits will be graduated from the Academy and be granted con-

ditional entrance to the Freshman Class of the college. Fee for Academy Diploma, \$2.50.

DEBATE

The Academy is a member of the local Forensic League. Under the direction of the League, one or more Inter-academy debates are held each year. Preliminary debates to select the team that shall represent the Academy in the final contest offer abundant opportunity for the development of this form of public speech.

THE ACADEMY COURSE

This is a secondary school course surrounded by all the influences of college life. The instruction is given by the professors of the college, a plan that affords the students opportunity to come into personal touch with teachers of broad culture and mature experience. The following table will show at a glance the exact requirements for completion of the course.

COURSE OF STUDY

	FIRST SEMESTER	SECOND SEMESTER
First Year	Latin Lessons Eng. Composition, 3 hrs. Eng. Classics, 2 hrs. Ancient History	Latin Lessons Eng. Composition, 3 hrs. Eng. Classics, 2 hrs. Ancient History
Second Year	Caesar Algebra I. Rhetoric and English Classics Medieval and Modern History	Caesar and Prose Composition Algebra I. Rhetoric and English Classics Medieval and Modern History
Third Year	Cicero Greek or German Geometry Biology or Physiography American Literature: Themes	Cicero Greek or German Geometry Biology or Physiography American Literature: Themes
Fourth Year	Vergil Solid Geometry Physics Greek or German American History English Literature: Themes	Vergil Advanced Arithmetic Physics Greek or German Economics English Literature: Themes

NOTE—Those desiring to pursue Commercial branches along with the Academy course may do so by paying the

additional tuition charged by the Business College. Subjects so completed will be given credit in the Academy; the maximum number allowed is six semester credits.

SUB-PREPARATORY

To those who are not sufficiently advanced to take up the first year Academy work, we offer the following year of Sub-Preparatory work which covers the common branches necessary for entering the Academy course:

FIRST SEMESTER

Arithmetic
U. S. History
Grammar
Orthography
Geography

SECOND SEMESTER

Arithmetic
Civics
Reading
Grammar
Physiology

ACADEMY SCHEDULE

	FIRST SEMESTER	SECOND SEMESTER
7:30	Geometry Latin II	Geometry Latin II
8:20	English I English II Physics	English I English II Physics
9:10	Algebra I Physics	Algebra I Physics
10:25	Latin I	Latin I
11:15	Ancient History Agriculture	Ancient History Elementary Botany
1:10	Medieval History	Medieval History Botany Laboratory
2:00	Latin III	Latin III
2:50	English or American Lit- erature	English or American Lit- erature

DESCRIPTION OF ACADEMY COURSE OF INSTRUCTION

ENGLISH

1. English Language.

This course is intended as preliminary to the study of Composition and Literature. It embraces grammar, history of the language, etymology, word analysis, orthography, diacritical marking, and synonyms.

Throughout the year. Five hours a week.

2. Composition and Rhetoric.

The primary aim of the work is to aid the student in acquiring facility and clearness in writing. Principles are studied as an aid to effective expression. Correct syntax, good usage, diction, sentence-building, paragraphing, rhetorical principles, and whole compositions are considered in order and copiously illustrated in practice. Daily written exercises are expected from each student.

Throughout the second and third years. Three hours a week.

3. English Classics.

The selections for study are taken from the "Requirements for Admission" in English. The classics chosen for careful study are analyzed in detail both as to subject-matter and as to literary qualities. Frequent themes based on the portions studied are required.

Throughout the second and third years. Two hours a week.

4. Literature, Themes.

1. American Literature. The course includes (1) the History of American Literature, especially of the growth of a national literature and its relation to the national life, and of the environment that surrounded individual American writers and helped to give direction to their work; and (2) the study of representative writings from American authors. A limited number of representative

works will be chosen for detailed study, and on these the students will make full written reports; a much larger list will be assigned for reading and more general reports.

Throughout the year. Four hours a week. Themes. One hour a week.

2. English Literature. Themes. The course in English Literature will have the same ends in view as indicated under American Literature. Entire selections from leading English authors will be chosen for study and reports. The debt of American writers to the older literature will be pointed out.

Throughout the year. Four hours a week. Themes. One hour a week.

HISTORY AND CIVICS

1. Ancient History.

It is intended that this course shall be taken up by the first year students. Both the Greek and the Roman period will be covered. Textbook: West's "The Ancient World." This will be supplemented by McKinley's "Illustrated Topics for Ancient History." Given in 1915-1916 and each successive year. Five hours weekly, throughout the year.

2. Medieval and Modern History.

The Medieval period will be covered during the first semester and the modern period during the second semester. Textbook: Harding's "New Medieval and Modern History." Map drawing will supplement the text, and search topics will be handled. Given in 1914-1915 and each alternate year. Five hours weekly throughout the year.

3. American History.

This course is intended for the Senior Academy student. The entire period of American history is covered. Textbook: Muzzey's "An American History." This will be supplemented by McKinley's "Illustrated Topics for American History." Given in 1915-1916 and each alternate year. Five hours weekly, First Semester.

4. Civics.

This course treats of the formation of government, and outlines the functions of Federal, State, and local government. The student is made familiar with those phases of government with which he comes in contact. Textbook: Guitteau's "Government and Politics in the United States." Given in 1915-1916 and each alternate year. Five hours weekly, Second Semester.

GERMAN

Bacon's Grammar is used throughout the year with written exercises and oral drills. In the second semester, the easy prose of *Im Vaterland*, Bacon, is introduced.

Throughout the year. Five hours a week.

LATIN**1. Beginning Latin.**

A careful study is given to the elements of the language. A good working vocabulary is secured and constant comparison made of the different methods of expressing ideas in Latin and English. Attention is also given to the "Direct Method of Teaching Latin." Hale's "First Latin Book," Richie's "Fabulæ Faciles," Gallup's "Latin Reader."

Throughout the year. Five hours a week.

2. Caesar, Gallic War, Civil War.

Selections of the more important sections of the seven books are read, with especial emphasis on sight translation and construction of the different moods and cases. Some time will be spent in sight translation of portions of the Civil War, and other supplementary Latin. Composition based upon the text will be required one hour a week. Gunnison and Harley's *Cæsar*, Nutting's Latin Reader.

Throughout the year. Five hours a week.

3. Cicero, Orations and Letters.

Eight or more of the Orations are studied as models of Roman Oratory and as illustrating the public and private life of the Roman people. Selections from the letters are

also read and constant reference made to Johnston's "Private Life of the Romans." In connection there will be sight translation of portions of Sallust. Composition based upon the text will be required one hour a week. Gunnison and Harley's "Cicero."

Throughout the year. Five hours a week.

4. Vergil, Aeneid.

Books I.-VI. of the Aeneid are read, with careful attention to the mythology and purpose of the poem. Selections will be read from Ovid's "Metamorphoses." Prosody. In connection a comprehensive study of Mythology will be made one hour a week. Greenough and Kittredge's "Vergil," Fairbank's "Mythology of Greece and Rome."

Throughout the year. Five hours a week.

GREEK

Beginning Greek.

The first semester is devoted to word-formation and syntax, with exercises in composition and the reading of adapted passages from the Anabasis of Xenophon. During the second semester the first book of Anabasis is read, with prose composition one hour per week. Burgess and Bonner's "First Greek Book." Smith's "Anabasis."

Throughout the year. Five hours a week.

MATHEMATICS

Algebra.

Beginning Algebra: Text, Slaught and Lennes' "High School Algebra."

One year. Five hours a week.

Geometry.

Plane Geometry.

One year. Five hours a week.

Solid Geometry.

First Semester. Five hours a week.

Throughout the course in Geometry, particular attention is given to the demonstration of original propositions

and to the practical application of the principles of Geometry.

Algebra, or Advanced Arithmetic.

This course is adapted to the needs of those who have had the courses in Beginning Algebra and Geometry.

Second Semester. Five hours a week.

BIOLOGY

Agriculture.

First Semester. A general introductory course which places special emphasis upon plant life and its requirements, relations of plants to the soil, farm animals, and farm management. Our situation in one of the best farming communities of the State and our well-equipped laboratory enables us to give creditably the training in agriculture now required by the State of its common school teachers. Three recitations and two double laboratory periods per week, following Warren's "Elements of Agriculture."

Botany.

Second Semester. A detailed study of the higher plants, with their structures and functions, and a glimpse at some of the lower forms. In the spring the class takes frequent field trips in order to become familiar with the plant life of the region. Three lectures and two double laboratory periods per week, following Stevens' "Botany."

PHYSICAL SCIENCE

Physics.

An elementary course covering the subjects of Mechanics, Heat, Magnetism, Electricity, Sound, and Light; presented mainly from the experimental standpoint. Fifty laboratory experiments and numerous practical problems are required of each student. A working knowledge of Elementary Algebra, including Quadratics, required.

Three recitations and two laboratory periods each week throughout the year.

A laboratory fee of \$1.50 is charged each semester.

Recitations. Monday, Wednesday, and Friday, 8:20.

Laboratory. Tuesday and Thursday, 8:20—10:00.

Elementary Chemistry.

An elementary study of chemistry in which many practical applications of the subject are discussed, along with a development of the fundamental principles of chemical science.

Recitations, three hours a week. Laboratory, two hours. Throughout the year.

THE TEACHERS' COURSES

These courses afford superior training for those who are preparing to teach. Since this noble calling is becoming more fully appreciated and more justly compensated, it must surely attract large numbers of our best young people. It follows that those who would reap such reward must deserve it by preparing themselves thoroughly for the work. The following courses are well adapted to the needs of those who would do this:

UNIFORM COUNTY CERTIFICATE COURSE

First Year

FIRST SEMESTER

Arithmetic
U. S. History
Geography
Grammar
Orthography
Agriculture

SECOND SEMESTER

Physiology or Sanitary Science
Civics
Reading
Music
Domestic Science

Second Year

FIRST SEMESTER

Algebra
Physics
English
Elementary Science (Zoölogy)
Penmanship.

SECOND SEMESTER

Algebra
Didactics
English
Elementary Science (Botany)

DESCRIPTION OF UNIFORM COUNTY CERTIFICATE COURSE

Aim. The aim of this course is to prepare young men and women for Uniform County Certificates. One who completes this course has command of all the sixteen subjects required for a first-class Uniform County Certificate, together with some other studies that are in-

dispensable to the successful teacher. Young persons should not, in this day of progress, presume to teach at all, even in the rural schools, who are not planning to complete a course equivalent to this. It is the *minimum* preparation for self-respecting teachers. Those finishing the public school course, and graduating therefrom, can take up this course to good advantage.

The Common Branches, Arithmetic, U. S. History, Grammar, Civics, Geography, and Physiology, need a little explanation. They must be mastered, no matter how long it takes. But the young teacher needs more; he needs to study these branches with a view to teaching them, and so the work is given a didactic turn. Such study is for the professional improvement and development and to get the advantage of the three points in estimating salary offered by the State Board. To this end skilled teachers are in charge of these courses and give careful training to the pupils under them.

Art Subjects. In addition to these common branches there are Orthography, Penmanship, Reading, Music, and Drawing. These are special branches in several respects. They are especially important for the young teacher, and we give them special attention. Too many young people are disposed to neglect them for the so-called "common branches." These special branches are to be thoroughly mastered, too. It is enough to say that they will be presented in such a way as to enable one to master them and to teach them. We are especially interested in Public School Music and urge all teachers to take it.

Academy Branches, Algebra, Physics, Economics, English, Elementary Science, etc., are taken with the regular Academy classes, and are found described under the topic, "Description of Academy Courses of Instruction," on page 73.

Professional Branches. These studies relate especially to the teacher's preparation for his work. The State Board requires that those claiming the three points in estimating salaries should pursue some such course through a term of at least twelve weeks. One of these courses

and the training work in the common branches described above, fully meet the requirements. This can easily be done in one semester.

1. Elementary Psychology.

This work is based on a study of the nervous system and the brain, as well as the special senses and their training and development. Ample time is given to perception, conception, memory, imagination, the emotions, the will, habits, and the inductive and deductive methods of reasoning.

2. Didactics.

The young teacher should not undertake to teach without some knowledge of this subject. It includes the simple rules and principles of school management, of psychology, and of methods of teaching. It not only helps one to pass the examination, it also helps one to get started out right in the work. "Well begun is half done."

3. Manual Arts and Domestic Science.

This may not be thought a professional subject. It is necessary for good school work, especially in the rural schools. It, therefore, becomes a subject pursued in a professional spirit; that is, with a desire to go beyond the requirement of the law and excel in a great profession. Every rural teacher will be required to pass an examination in Domestic Science after July 1, 1915.

4. Agriculture.

What is said above applies as well to agriculture. Most of the young people taking this course will teach rural schools. Many of them were reared in town and know little of the great industry of our rural people. They owe it to the profession to acquaint themselves with the Art and Science of Agriculture. The nature work presented in the Elementary Science, and the special work in Practical Chemistry and Sanitation, further fit for successful teaching. Teachers will be required to pass an examination in Agriculture also after July 1, 1915.

GRADUATION

Those completing this course will be admitted to the State Certificate course, and will also receive a certificate setting forth the amount and character of the work done. They will find themselves amply prepared for examination for first-class uniform county certificates.

STATE CERTIFICATE COURSE

First Year

FIRST SEMESTER

Latin or German
Plane Geometry
Composition and Rhetoric 3
Classics 2
General History
Physical Training

SECOND SEMESTER

Latin or German
Review of Algebra or Geometry
Composition and Rhetoric 3
Classics 2
Botany
Physical Training

Second Year

FIRST SEMESTER

Latin or German
Psychology
American History
Public Speaking

SECOND SEMESTER

Latin or German
School Management
Economics, History of U. S., or
Commercial Geography
Vocal Music and Drawing

Third Year

FIRST SEMESTER

Literature, English and American
Physics
Methods in Geography and Elementary Science
Principles of Education
Rhetorical Practice

SECOND SEMESTER

Literature, English and American
Sanitation
Methods in Grammar and Reading
History of Education
Rhetorical Practice

DESCRIPTION OF THE WORK OF STATE CERTIFICATE COURSE

Aim and Admission. This course, with the requirements for admission, affords ample preparation for a State Certificate, as well as much other work invaluable to the profession. It is made in agreement with the recommendation of the State Educational Board of Examiners.

Admission to the course may be upon first-class uniform county certificate; upon passing written examinations, under the college authorities, in the sixteen first-grade certificate subjects with an average of eighty-five per cent.; or upon completing the Uniform Certificate Course, in which case one will have fully met all the above requirements.

Scholastic Branches. All the general courses—Latin, German, Geometry, Botany, Physics, Rhetoric, Literature, etc.—are given thorough attention from both the academic and pedagogic standpoint. No amount of skill in imparting can make amends for deficiency of knowledge, nor can the reverse be true. Both are kept constantly in mind.

Art Subjects. The Drawing, Vocal Music, Rhetorical Practice, Elocution, and Physical Training, given in this course, with the Orthography, Penmanship, and Reading, given in the Preparatory Course, afford a wealth of art work which greatly enhances the value of the teacher's training. The Rhetorical Practice consists in active participation in literary society work under the supervision of faculty members during the prescribed time.

Professional Branches. Following is a brief statement of the professional teacher's work incorporated in this course:

1. School Management.

Here we study the teacher's preparation, conduct, and habits as factors in the management of the school. Courses of study, programs, classification, promotion, government, heating, lighting, ventilating, and many other problems of interest are taken up. Frequent reports, papers, and discussions enliven the work. A standard text is used.

2. History of Education.

One semester is given to this work. The first part of the semester is devoted to a general view of the subject, including a study of Primitive, Oriental, Classical, Early Christian, and Modern Education, as well as a study of the lives and teachings of prominent educators of all ages and countries. The latter part of the course is more especially devoted to the history of education in our own country, and to the rise of our system of education, devoting particular attention to the school system and school laws of Iowa. Much supplementary work is done in this course.

3. Psychology.

This is a thorough, general course in the science, and like the other professional work here described, is open only to those who have completed the professional work in the Preparatory Teachers' Course, or its equivalent. Texts of college standard are used as a basis, while the library is drawn upon liberally for additional research.

4. Methods.

The principles of the science of education are clearly set forth as a basis for the methods employed in the art of teaching. Particular attention is given to the study of methods and devices employed in the branches mentioned in the course. Special assignments are made, such practical applications are made as circumstances permit, and visiting and observation are employed to supplement the work. Textbooks are used in addition to much work prescribed in the class. This procures solidity, consistency, and permanency in the work as well as flexibility.

GRADUATION

Those who complete this three years' course receive a diploma in recognition of the work done.

THE COLLEGE TEACHERS' COURSE

More than one-half of the high-school teachers to-day are college graduates. The per cent. is rapidly increasing, and the time is at hand when a college education is the minimum demand made upon the teacher who would rise high in his profession. Leander Clark College is accredited by the State Board of Examiners and her graduates who take the requisite amount of professional work may obtain a first-class State certificate without examination. For a description of this work, see "Department of Education," on page 66.

THE COLLEGE OF MUSIC

MARION R. DRURY, A.M., D.D.

President of the College

KENNETH E. RUNKEL

Director, and

Professor of Pianoforte and Organ Playing

BERNICE HANAN RUNKEL

Teacher of the Art of Singing

ZAE CANNON JONES

Teacher of Violin and 'Cello Playing

Orchestra Director

LUCILE BALDWIN

Assistant in Piano

EMMA WILSON

Tutor in Violin

MABEL BEATRICE CROSSMAN

Tutor in Piano

ETHEL A. GROSE

Teacher of Dramatic Art

HENRY W. WARD, A.M.,

English

M. ELIZABETH APPLETON, A.M.

Modern Languages

L. CURTIS GUISE, A.M.

History

THE COLLEGE OF MUSIC

GENERAL STATEMENTS

The College of Music has been housed in the I. M. B. A. Building, which is located in the business section, the past year. It has finely furnished studios which give the school an ample equipment and artistic atmosphere. The student public recitals are held at the school, while the larger musical activities are given in the United Brethren Church, across the street, which has a seating capacity of seven hundred. In this church there is a two-manual organ used by the school. The music is furnished by a double quartet choir under the direction of the Director of the School.

One of the strong arguments in favor of study in a College Music School over that in a detached school or private studio, is the opportunity afforded the student of taking musical and literary work at the same time. Music students have the same privileges as those of other departments, and are urged to avail themselves of the advantages so conveniently at hand. The attention of college students is called to the fact that credit is given toward the degrees of Bachelor of Arts and Bachelor of Science, on all theoretical work done in the Musical Department.

Curriculum

The curriculum includes Pianoforte, Organ and Violin Playing, the Art of Singing, Harmony, History, Harmonic Analysis, Musical Form, and Sight-Singing.

Pianoforte Playing

The object of learning to play the piano, the universal instrument (and the study of it the foundation of all musical knowledge) is to interpret beautiful music. Therefore, a thorough foundation in positive technics is laid and developed through general chart exercises and special exercises constructed from the music itself, rather than dry, tedious technical etudes. Equally as much

careful attention is given the musical and artistic phases through a study of Bach, sonata literature, and composition of classic, modern, and especially American composers.

The student's individual needs are taken care of in private lessons while the class lessons and recitals develop the powers of observation, criticism, and self-reliance.

The object of this School of Music is to make its students excellent performers with a positive technic, a musicianly insight and a definite knowledge of their subject.

Students from other teachers are not required to "begin over." Corrections and special attention to their deficiencies are dwelt upon while they continue with their music to which they are accustomed, thus accelerating rather than retarding their progress.

A correct beginning is one of the important factors in building a musical education and the first three courses, taught by the director's assistants, are adapted especially to children's requirements.

Aside from the private instruction, the weekly class lesson aids and supplements through musical games, blackboard work, class and ensemble work and frequent recitals.

The following is an outline of the pianoforte course of study:

Course I. Chart exercises, technics, Lichner and Clementi Sonatines, pieces.

Course II. Chart exercises, technics, Kuhlau Sonatines, pieces.

Course III. Chart exercises, technics, Beethoven and Reinecke Sonatines, pieces.

Course IV. Chart exercises, technics, Haydn and Mozart Sonatas, Bach's two-part inventions, octaves, pieces, ensemble.

Course V. Advanced chart exercises, technics, Mozart and Beethoven Sonatas, Bach's three-part inventions, octaves, pieces, ensemble suites, octaves, literature, ensemble (Senior year).

Course VI. Advanced chart exercises, technics, Beethoven, Sonatas, Bach's Suites, octaves, literature, ensemble (Senior year).

Course VII. Advanced technics, Sonatas, Bach, octaves, literature, one concerto, ensemble.

Organ Playing

The study of the organ is possibly the most fascinating study in a music curriculum, and because of the increasing number of organs and uses for organ playing, a most profitable one. Students are fully prepared for both church and concert work. The ground covered, in general, is as follows:

Course I. Organ method, easy trios.

Course II. Bach's Small Preludes and Fugues, pieces, hymn playing.

Course III. Bach, Mendelssohn op. 37 and 65, Guilmant's Sonatas, pieces, accompaniment. (Senior year.)

Course IV. Bach's Great Organ Works, Guilmant and Rheinberger Sonatas, literature.

The Art of Singing

The art of singing intelligently, using a positive technic, need not be confined to the few. A definite understanding of the following subjects comprises the art of singing: How to stand, correct breathing, singer's position, automatic freedom; straight, firm tone, ease of production, clear enunciation, full depth and power, broad range, and platform appearance. Weak voices are given power, range and clarity of tone. Advanced students are equipped to do successfully church and concert work. The vocal student is advised to study sight-singing and harmony in connection with his or her vocal training. The following outline gives a general conception of the course.

Course I. Breath, tone production, simple songs by American composers.

Course II. Advanced tone production, more difficult songs, easier operatic arias.

Course III. Perfecting of vocal technics, concert songs, operatic arias, oratorio.

Violin Playing

Course I. De Beriot Method, Book I.; Hofmann Op. 25, Book I.; Bohmer Op. 54; Alard Op. 10, Book I.; Wohlfhart Op. 45, Book II.; Blumenstengel Scales and Arpeggios, I.; Alard Op. 10, Book II.; Dancla Op. 68; Hofmann Op. 51. Easy solos—Sawyer, Kriens, Kern, Franklin, Dancla.

Course II. Sevcik Trill Studies Op. 7, Book I.; Mazas Op. 36; Hermann, Easy Studies in Double Stopping; Schradieck, School of Technic, Part I.; Dont, 20 Progressive Exercises; Sevcik Op. 8 and Op. 9; Kreutzer, 42 Etudes; Sevcik, Bowing; Sevcik, Trill Studies Op. 7, Book II.; Solos from Mittell's Classics, etc.

Course III. Fiorillo; Sevcik; Rode, 24 Caprices; Gaviniès, 24 Studies. Solo work on Concertos, etc.

A class in ensemble playing is maintained throughout the school year. Violin pupils admitted without extra charge. Outside violin players admitted for a nominal sum.

The instructor of this department makes a specialty of work with children.

BAND AND STRING INSTRUMENTS

Good tone production and clear intonation will receive a large share of attention. Studies and special technical exercises will be given to meet the needs of the individual. It will be the purpose throughout the course to work, not only for technical proficiency, but also for a higher and broader plane of artistic conception and interpretation.

Students are encouraged and helped in ensemble playing, receiving special attention in duet, trio, and quartet work without extra charge.

As soon as the students are capable they are admitted to the orchestra or band, and receive private training and coaching without extra fee.

Harmony

Harmony is the musician's grammar, the starting point of musical analysis and the foundation of intelligent in-

terpretative powers. Further, it enables a student to sight-read better and memorize more surely. It is taught theoretically, through the ear, and on the keyboard. Bussler's Harmony is used and the course is two years.

Musical History

The history of one's art broadens and makes comprehensible much otherwise not understood. This study comprises the music of the most ancient nations down to the present time. The textbook is Hamilton's Outlines of Musical History, and the course is one year.

Harmonic Analysis and Musical Form

The analysis of music and the practice of original composition comprise this course of one year. The textbooks are Cutter's Harmonic Analysis and Cornell's Musical Form.

Opera Study Class

This class meets every Wednesday evening for one hour. The study of an opera is taken up, together with its libretto, the principals, and the music. This class is also a weekly students' recital with all its advantages. The members of the class are taught intelligent appreciation and criticism of every number played or sung, through the medium of written critiques. The living musicians, with proper pronunciation, are also brought to the attention of the class. There is no fee to the students of Mr. and Mrs. Runkel.

Recitals

Public recitals are given from time to time, those in the College of Music to those admitted by ticket, and those in the College Church to the general public.

Requirements for Graduation

Students must have mastered to the satisfaction of their teacher and the director, their subject as prescribed, take all the theoretical work, be of Freshman rank, and give a creditable public recital of an hour's duration in their Senior year.

Regulations

Students may enter at any time, but are urged to begin the first of a semester.

Tuition payable in advance to the College Bursar.

No deduction made for missed lessons. Lessons will be made up coming on holidays observed by the college.

Students are under the college rules and also enjoy the college advantages.

College credit is given toward the degrees of A.B. and B.S. for all theoretical work done in the school, but only when taken in its entirety.

Harmony6 credits

Harmonic Analysis2 credits

Musical Form2 credits

Musical History4 credits

Examinations are held in the theoretical subjects twice a semester.

Every student is expected to take two lessons a week. It is to their distinct advantage to do so. One lesson is granted in special cases.

Music is purchased at the school.

Mr. Runkel uses two pianos in his teaching. Their use produces better results and makes possible the training of the more advanced students in ensemble playing.

Mrs. Runkel has the services of a professional accompanist, thus giving her entire attention to the interpretation of the songs of each student at every lesson.

TUITION

A school year is comprised of two semesters.

One semester is eighteen weeks.

All private lessons are thirty minutes each.

All class lessons are sixty minutes each.

All subjects taught in class are two hours weekly, except the free classes, which are one hour weekly.

Piano, Organ, Voice—

Semester

Two lessons a week.....\$32.50

One lesson a week..... 18.00

Assistant Piano—

Two lessons a week.....	15.50
One lesson a week.....	9.00

Violin—

Two lessons a week.....	27.00
One lesson a week.....	13.50

Dramatic Art—

Two lessons a week.....	32.50
One lesson a week.....	18.00

Dramatic Art for Children Under Fourteen—

Two lessons a week.....	21.50
One lesson a week.....	12.50
Special training on orations, per lesson.....	1.25

Harmony, in class 9.00

Harmony, privately, one lesson a week..... 13.50

Musical History, in class..... 9.00

Harmonic Analysis, in class..... 9.00

Musical Form, in class..... 9.00

Opera and Oratorio Class..... 5.00

(Free to students of Mr. and Mrs. Runkel.)

Violin Ensemble Class..... 5.00

(Free to students of Mrs. Jones.)

Piano Practice—

One hour daily.....	4.50
Two hours daily	6.00
Three hours daily.....	7.50
Four hours daily	8.50

Organ Practice—

One hour daily.....	5.00
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Diplomas—

Graduation in Music.....	5.00
Graduation in Dramatic Art.....	2.50

For further information address the Director,

KENNETH E. RUNKEL,
Toledo, Iowa.

THE BUSINESS COLLEGE

FACULTY

MARION R. DRURY, A.M.

President

SPENCER C. NELSON, A.B.

Principal

ROBERT E. GUTHRIE

Assistant

Bookkeeping, Business Practice

SPENCER C. NELSON

Shorthand and Typewriting

JOHN FRANK YOTHERS, A.M.

Commercial Arithmetic

ETHEL A. GROSE

English Grammar

THE BUSINESS COLLEGE

The Business College embraces the School of Commerce, including Bookkeeping, Business Practice, and Commercial Law, and the School of Shorthand and Typewriting.

EQUIPMENT

The Business College occupies commodious compartments, with well-lighted rooms, in the main college building. These rooms are thoroughly equipped and well suited to good work. A Burroughs Adding Machine belongs to the equipment of this department. The facilities for thorough training in present-day business methods and practice are excellent.

The methods in use in all kinds of business, from those of the ordinary retail merchant to those of the great wholesale establishments, manufacturing corporations, transportation companies, and banking institutions, are clearly and thoroughly presented.

ADVANTAGES

Beautiful and healthful location; complete equipment; a strong and experienced faculty; opportunities of taking studies in regular college classes; access to the College Library; advantages of athletics, the literary societies, Christian Associations, with their courses in Bible and mission study. Thus along with a good business training there are offered some of the best things to be had in college life, and not to be found in schools giving only business courses. These advantages are deserving of special consideration.

ENTRANCE REQUIREMENTS

No entrance examinations are required, but all graduates must have a thorough knowledge of the common branches.

COURSES OFFERED**Short Course.**

This is a general course aiming to give the student a general knowledge of the principles of Bookkeeping. Business forms and papers are used such as would be required in the ordinary mercantile business. The student is taught the use of the Journal, Ledger, Cash Book and Sales Book.

The course embraces the following subjects: Bookkeeping; Business Arithmetic, English Grammar; Business Letter Writing; Spelling and Defining; Business Penmanship; and Commercial Law.

This course requires from four to seven months to complete, depending upon the ability and previous education of the student.

Advanced Course.

This course is for the student who wants to specialize. It must be preceded by the Short Course. It consists of advanced work in the Theory of Accounting and Allied Subjects. All students taking the Short Course are urged to continue their work and take up the Advanced Course, for in this day and age a general knowledge is not sufficient. It is the man who has especially prepared himself that gets the position. This course teaches modern and up-to-date methods of conducting a business. The student may branch off in such particular business as he desires. He may take up Banking, Wholesale Accounting, Corporation Accounting, etc. Along with this course is given Business Arithmetic; Rapid Calculation; English Grammar; Orthography; Commercial Geography, and Commercial Law.

College courses in Economics, Money and Banking, etc., may be elected in addition to the above.

Each student is required to put in three hours a day, five days a week, working on his books.

POSITIONS FOR GRADUATES

We cannot guarantee to secure positions for all of our graduates; no trustworthy school does so. We will, however, aid our students in securing employment, and we

have no hesitancy in asserting our confidence that no young man or young woman, who, by completing the courses in this school, has qualified himself or herself for service in the business world, need ever be without employment.

TUITION AND FEES

Tuition is \$30 for each semester.

A diploma fee of \$2.50 is charged all graduates in either course.

A fee of twenty cents a week is charged while the student is taking Office work.

The books for the Short Course will cost about \$10; for the Advanced Course about one-half more.

SHORTHAND AND TYPEWRITING

Just a word to those who are climbing. Never has the demand been so great in the commercial world, as at the present time, for ambitious and competent stenographers. Many young people have already availed themselves of the opportunities afforded by the constantly-increasing business interests of the country, yet the cry is going up all over the land for more and better-qualified office assistants. But while the demands and requirements are more exacting each year, these are in turn balanced by a corresponding increase in salary. Competent stenographers are always in demand at wages varying from \$50.00 to \$250.00 per month.

The time and money spent in learning shorthand is very small compared with the returns, for no other profession, so worthy and profitable within itself, affords such opportunities for advancement. Many men who are holding positions of honor and trust to-day owe their prominence and success to their early knowledge of shorthand.

The young man who is employed as a stenographer in the office of some commercial enterprise and who proves himself ever faithful and alert to the best interests of his employer, is the one who is promoted from time to time

and is finally given an opportunity to become a member of the firm, if he so desires.

The practical experience which a young man receives from constant contact with first-class business methods will be of inestimable worth should he determine later on to embark on a business career for himself.

The standard Graham-Pitman System is taught. It is enough to say for the merits of this system that it is used by at least half of the reporters of this country.

The advancement of the student in this work depends entirely upon his or her ability and the amount of time given to the preparation of each lesson.

The first work in the course is to master the principles as set forth in the textbook, which are firmly fixed in the mind by repeated daily drills in writing and reading exercises. After the student is able to apply the principles readily in writing words and short sentences, more advanced dictation is given, including business letters, court testimony, speeches, etc. All the work of the advanced students must be transcribed on the typewriter from the shorthand notes, after which it is corrected and approved by the teacher in charge.

That this department is first-class and up-to-date in every respect is shown by the fact that a large per cent. of our graduates are "making good" and are holding positions at good salaries in a number of the leading cities and towns of the United States.

We teach the Touch System, and speed and accuracy must be attained before the completion of this course. Touch typewriting is universally recognized in all standard schools as the only correct method. This system is very readily acquired, and constitutes the use of all the fingers, and the location of the keys by touch rather than by sight.

Students taking the Shorthand course should by all means take English Grammar and Orthography. The competent stenographer is the one who can spell correctly, who can punctuate and paragraph, and if need be, can answer business letters in a business way without having them dictated by his or her employer.

This is a year's course and all students are urged to enter at the beginning of the fall semester. No student will be admitted to a shorthand class except at the beginning of a semester.

Daily recitation in shorthand. Each student is required to practice two hours per day on the typewriter.

OFFICE DRILL

Students are taught to arrange in proper form all kinds of business letters and legal papers. They are also taught to care for the machine, how to use the mimeograph, and to make copies by the use of carbon paper. The more advanced pupils are frequently given dictation at the machines for the purpose of developing speed.

MACHINES USED

This department is finely equipped with new Underwood typewriters. There is no extra charge for the use of the machines.

TIME TO BEGIN

Students may enter at any time, though it would be better if possible, to enter at the beginning of a semester, as new classes are then formed.

DIPLOMA

A diploma fee of \$2.50 is charged all graduates of either course.

No one will be granted a diploma from either of these courses who has not a good knowledge of the common English branches.

Those taking shorthand and typewriting may include in this course arithmetic, penmanship, spelling, and business English without extra charge.

We solicit correspondence with all who desire a thorough course in Shorthand and Typewriting.

TUITION

For each semester, \$30.00.

SCHOOL OF ORATORY

FACULTY

ETHEL A. GROSE

Principal

Elocution, Oratory, and Public Speaking

HENRY W. WARD, A.M.

English Literature

SCHOOL OF ORATORY

The aim of the School of Oratory and Expression is not only to awaken in the student a higher appreciation of what is best and noblest in life, literature and art, but a realization of his own possibilities, and to give such direction to his training that he may more nearly attain them.

The full course embraces two years of class work in addition to two years of private instruction, and includes expressive physical culture for health, strength, and endurance.

TRAINING OF THE BODY

1. For Harmony of Action. Exercises for liberating the muscles set in opposition by self-consciousness, that they may respond freely to each impulse of the soul.
2. For Co-ordinate Action. Exercise for bringing thought, feeling and will into unity.

TRAINING OF THE VOICE

We train the voice for strength, durability, and sympathetic expression.

1. For voice production we must have: Diaphragmatic Action, Throat and Chest Expansion, Tone Direction.
2. For voice development we must have: Vibration—Chest, Pharyngeal and Dental, Concentration and Reflection of Tone, Range of Pitch and Registers. These must be obtained without fatigue to the organs of speech, sore throat, or hoarseness.
3. For voice culture we must have: Rhythm, Modulation, Transition and Blending, Conception and Sensibility of Emotions and Tones.

SORE THROAT AND HOARSENESS

Teachers, lawyers, lecturers, and clergymen are often troubled with sore throat and hoarseness, due to improper use of the vocal organs and wrong breathing. The treat-

ment demands: Proper Diaphragmatic Action, Tone Direction and Vibration, Throat Expansion and Relaxation.

DEFECTIVE SPEECH

Special care is given to all forms of defective speech. The individual needs of the student are discerned and a series of exercises given each pupil.

PRIVATE INSTRUCTION—ENROLLMENT

Students who desire private instruction should endeavor to make such arrangements with the Principal at the beginning of each semester. Tuition for private instruction is required in advance. No deduction will be made for lessons lost by the pupil's negligence or for absence the first or last week of the semester; and only in case of protracted illness will tuition be refunded for the remainder of the term.

PUBLIC RECITALS

The department aims to put on two or more public recitals each year, at which time the various students are required to appear in public, either in readings, sketches, or plays. This affords valuable experience for the students by giving them greater ease and less embarrassment when appearing before an audience.

GRADUATION

Those who have completed the two years' course in a satisfactory manner and have given a recital for graduation will be granted a diploma of the School of Oratory and Expression. Diploma fee, \$2.50.

COURSE IN ORATORY AND DEBATE

This course deals chiefly with the art of public speaking, cumulation, cogent and logical arrangement of thought and argument, the theory of gesture, and the effectiveness of expression.

Throughout the entire course the student must seek to acquire a distinct articulation and a naturalness of manner that will win the respect and attention of his auditors. Special attention is given to voice training in its

relation to Quality, Force, Time, Pitch and Glides, and the importance to pleasing and effective delivery.

1. Styles of Delivery. Colloquial, Impassioned, and Elevated. Study of naturalness.

2. Extemporaneous Speaking. Students are practiced in many kinds of discussions, debates and narratives in order to develop the ability to think while standing, and to eradicate faulty mannerisms.

3. Oratory. Kinds: Forensic, Deliberative, Pulpit, and Lyceum. Study of orations, style of construction, general ends, means for effectiveness, committing and rendering of several good orations by noted authors.

Throughout the year. Four hours a week.

Credits. All regular students of the college will be allowed credits for one year's work in Oratory and Debate, and for one year's work in Expression. Students who have had one year's work in Oratory and Debate, and wish to complete the course in Expression, will be given credit for the first year's work in Expression.

All students who wish to graduate from the department must have at least eighteen Academy credits and one year of English in addition to the two years' work in the department.

TUITION

All class work in Oratory and Expression is covered by college tuition.

Private Instruction—

Two lessons a week for a semester.....	\$32.50
One lesson a week for semester.....	18.00
Special training on orations, etc., per lesson.....	1.25
Children under fourteen (one-half hour lessons):	
Two lessons a week for semester.....	\$21.50
One lesson a week for semester.....	12.50

TEXTS USED

First Year: Cumnock Reader.

Second Year: Rhetoric of Oratory, Pearsons; Argumentation and Debate, Ketcham.

SCHOOL OF ART

GENERAL ADVANTAGES

The Art Department of Leander Clark College offers instruction to each individual student according to his need in fitting him for his chosen branch of artistic effort. Each student is personally directed in his work, not according to a fixed course of study, but with a view to accomplishing the best results in the shortest time. It is the aim of the school to provide this opportunity for the purpose of artistic culture. The work is broad in its scope, including study of light and shade, composition and color perspective, the anatomy of the human figure, and also drawing and painting from cast, still life, nature, and copying in various mediums, such as pencil, charcoal, oil, water-colors, etc. Special attention is paid to the decorative arts.

PUBLIC SCHOOL DRAWING

Another and very important aim is to fit students for teaching drawing in the public schools. The department conducts the course in elementary drawing prescribed by the College in its regular Teachers' Course. In addition to this shorter course, more extended training will be provided for those who wish to prepare themselves for teaching art in high schools.

Students who wish but a little work may choose their subject and medium, and enjoy art as an accomplishment, although they may not be able to give it thorough study.

The Studio, located in the Conservatory Building, is furnished with plaster casts from the antique, casts of fruits and flowers, geometrical models, outlines and shaded studies for drawing from the "flat," and selected studies for painting in oil and water-colors, and for charcoal drawings.

An exhibition of work done by students will be held once a year, usually during Commencement week.

CLASSES

Drawing Class. Drawing from cast, still life, and nature, in charcoal, pencil, and crayon.

Painting Class. Painting from still life and nature, or copying in oil or water-color.

Classes in China Painting will also be arranged.

TUITION

Painting in oil, water-colors, or china, 20 lessons \$10.00

Charcoal and pencil drawing, 20 lessons. 8.00

DEPARTMENT OF PHYSICAL TRAINING

SPENCER C. NELSON

Director and Coach

ETHEL A. GROSE

Physical Culture for Women

DEPARTMENT OF PHYSICAL TRAINING

GENERAL STATEMENT

The Department of Physical Training is now approaching a complete system under the guidance of the Faculty Committee on Athletics and Physical Training. It is aimed to give all students some form of systematic exercise under competent direction. The department seeks to promote physical well-being among the students as a whole and thereby to increase their mental efficiency. A Physical Director who, by virtue of his position, becomes a member of the Faculty, gives personal supervision to all activities of the department. As need arises competent assistants are appointed to assist in instruction.

MEDICAL EXAMINATION

At the beginning of each term a Medical Examination is given to each student. Especial attention is paid the condition of the heart and lungs, and an attempt is made to detect any organic trouble that may exist, or toward which the student may show a tendency. Advice is given as to the kind and amount of exercise that should be taken. A chart of the physical condition is furnished each student. A nominal fee of fifty cents a semester is charged toward defraying the expenses of the examination.

COURSES FOR MEN

Gymnasium classes are planned to give the men systematic development throughout the year. So far as possible, exercise will be prescribed to suit individual needs. Students who take regular exercise at some physical labor or who elect systematic training in some department of athletics, may be excused from gymnasium classes.

Football occupies the first ten weeks of the first semester. The work is under the direction of a competent teaching and training force, and a suitable schedule is provided.

Basket ball is the chief winter sport. The gymnasium affords a splendid floor for this, and coaching and training facilities are supplied in this as in other sports.

Baseball is played in the spring. Class games are employed to stimulate interest and develop material, and a suitable schedule of intercollegiate contests is provided.

Track shares with baseball the activity of the spring. Though not always planned for, when there is sufficient demand for it, it furnishes a most fascinating and profitable recreation.

Tennis courts are provided for this sport. Intercollegiate contests will be provided as the interest and material warrant them.

COURSES FOR WOMEN.

Gymnasium classes are conducted throughout the year, consisting of wand, dumb-bell, and Indian club drill, and marching exercises. All young women not taking other systematic exercise are required to join these classes, except for reasons approved by the president and director.

Basket ball is played by the young ladies during the first semester. No intercollegiate contests are provided, as past experience has proved to the faculty the wisdom of this position.

Tennis affords opportunity for athletic activity during the fall and spring. Two excellent courts for women are furnished and kept in order.

DEGREES CONFERRED IN 1915

DOCTOR OF DIVINITY

Rev. Maurice B. Spayd, Springfield, Illinois.

Rev. Arthur H. De Long, St. Joseph, Missouri.

MASTER OF ARTS

Lloyd Kendrick Riggs, Chicago, Illinois.

Rev. Ulysses S. Piper, Lake City, Iowa.

BACHELOR OF ARTS

Thomas J. Barnes, Lovilia, Iowa.

Paul E. Dickensheets, Des Moines, Iowa.

Lewis Earl Greene, Toledo, Iowa.

Harold Jay Ingham, Toledo, Iowa.

Mabel Kepler, Toledo, Iowa.

Mabel Vera Sones, Anamosa, Iowa.

Jesse L. Tomlinson, Tama, Iowa.

Phyllis Ward, Toledo, Iowa.

BACHELOR OF SCIENCE

William H. Lauderdale, Tama, Iowa.

Luman Kubias, Gladbrook, Iowa.

STUDENTS

COLLEGE

Seniors

Gertrude Alberta Breaw.....	Toledo
Marie Agnes Coyle.....	Tama
Aure Brian Crites.....	Toledo
Carl C. Emerson.....	Toledo
Lloyd M. Hanna.....	Conrad
Paul Baughman Ingersoll.....	Toledo
Charles R. Kremenak	Toledo
Floyd Edward Marken	Toledo
Laurence R. Mathers.....	Fostoria, Ohio
Robert Floyd Robson	Toledo
Ruth Alice Steele	Riverside
Nilva Allene Smith.....	Richland Center, Wisconsin
Max Field Ward.....	Toledo

Juniors

Holman J. Allen	Toledo
Luelda Carlton	Toledo
Athena Crites	Toledo
Joy Dexter	Toledo
Insco A. Friday.....	Richland Center, Wisconsin
Merle C. Green.....	Toledo
Robert E. Guthrie.....	Woodward
Ruth Hanson	Toledo
Pauline Harold	Toledo
Genieve Harper.....	Saybrook, Illinois
Eula Lichty	Toledo
Earl Lyon	Toledo
Mamie Marken	Toledo
Thomas McMillan	Toledo
Curtis Mowbray	Vinton
Austin C. Repp.....	Clear Lake, Wisconsin
Marian Speake	Toledo
Cecil H. Thompson.....	Toledo
John Dale Thomas.....	Toledo
Amos L Walker.....	Toledo
Archie Yonge	Toledo

Sophomores

Lucille Baldwin	Toledo
Mable Dawson	Sumner
Gay Douglas	Lehigh
Marie Houdyshell	Tama
Estella M. Harrison	Hutchinson, Kansas

Vincent King Holcomb.....	Fowler, Kansas
Eloise Jackson	Tama
Paul V. Mills.....	Gilson, Illinois
Margaret Muirhead	Toledo
Alfred B. Owen.....	Toledo
Ora H. Prather.....	Independence, Kansas
Bessie Riggs	Castalia
Harry S. Robson.....	Toledo
Thomas Richardson	Toledo
Clement A. Sones.....	Anamosa
Lewis Trussell	Albia
Hazel Walker	Toledo
Clyde Warner	Cambridge

Freshmen

Russell Chapman Amidon.....	Toledo
Verne James Boulton.....	Columbus Junction
Maude Baldwin	Toledo
Mabel Crossman	Toledo
Leona Crom	Kingsley
Fern Dobson	LeGrand
Clarence Dick	Stanhope
Helen Greenleaf	Tama
C. Weller Holbrook.....	Albia
Arthur Houghtaling	Grimes
John Huston.....	Richland Center, Wisconsin
Mildred King	Tama
Thurman Legvold	Madrid
Irene Lamb	Toledo
Fanny B. Mills.....	Laurel, Nebraska
Francis P. McCarty.....	Tama
Glenn G. Marken.....	Toledo
Lester E. Mericle.....	Toledo
Floyd Lester Roberts.....	Janesville, Wisconsin
Albert Lee Roderick.....	Anamosa
Mary Robson	Toledo
Rebecca Rugg	Toledo
Florence Roberts	Janesville, Wisconsin
Maude Steele	Riverside
Lillian Shoop	Anamosa
Hattie Shaker.....	Mount Tabor, Wisconsin
Hazel Spire	Tama
Hazel Tomlinson	Tama
Gladys Wink	Toledo

ACADEMY

Daniel E. Burke.....	Epworth
Warren Leslie Beck.....	Trenton, Missouri

Students

III

Raymond A. Brush.....	Chelsea
Gordon Shannon Becker	Dumont
Lloyd E. Brown.....	Collins
Catherine Connell	Toledo
Beth Clark	Havelock
Niels J. Christensen	Toledo
Gertrude Maurine Carson	Toledo
Raymond Dalbey	Vining
Mabel Dick	Stanhope
Nimrod Ferguson	LeGrand
Lucille Fisher	Montour
Gailord Farnum	Sumner
Vinnie Gull	Colesburg
Edward Leland Greenleaf.....	Tama
Walter Sherman Henry.....	Van Meter
Louise Hoppe	Gladbrook
Bert B. Hulbert.....	Portsmouth, Ohio
Ruth Johnson	Akron
Alice Pearl Kinkade.....	Parkersburg, Illinois
Lester Kuhner	Toledo
Branson Madding	Toledo
Edgar McNall	Chelsea
Ida McVaigh.....	Calhoun, Illinois
Glee Nickeson.....	Lemmon, S. Dakota
Mildred Patterson	Laurel
Anna Gertrude Riggs.....	Muscatine
Steward Reed	Tama
Eunice Ritchie	Westgate
Everitt Harry Ritchie.....	Westgate
Olive Sheldon	Havelock
Kenneth Matthew Smith.....	Tama
Otto V. Sokol.....	Vining
Harry Oscar Stevens.....	Toledo
Albert Schueler	Atkins
Lenore Terhune	Westby, Wisconsin
George VanDran	Toledo
Myles M. Waggoner.....	Anamosa
Pearl Whitesell	Browerville, Minnesota
Harry Whitesell	Browerville, Minnesota

SCHOOL OF MUSIC

Piano

Lucille Baldwin	Toledo
Mrs. W. O. Beese.....	Cedar Rapids
Vernon Bender	Orangeville, Illinois
Beth Clark	Havelock
Mabel Crossman	Toledo
Fern Dobson	LeGrand

Alice Green	Toledo
Vinnie Gull	Colesburg
Louise Hoppe	Gladbrook
Louise Kuhner	Toledo
Irene Lamb	Toledo
Alice Lind	Tama
Ruby Martin	Toledo
Ethel Molitor	Duluth, Minnesota
Glee Nickeson	Lemmon, S. Dakota
Augusta Paulu	Vining
Mildred Patterson	Laurel
Floyd L. Roberts	Janesville, Wisconsin
Marian Speake	Toledo
Zelic Sime	Toledo
Maude Steele	Riverside
Lenore Snyder	Tama
Olive Belle Sheldon	Havelock
Lois Talbot	Toledo
Lenore Terhune	Westby, Wisconsin
Mae Wenkstern	Toledo

Junior Piano

Mildred Adair	Toledo
Lucile Bowman	Toledo
Irene Brady	Toledo
Athena Crites	Toledo
Kenneth Davidson	Toledo
Elizabeth Ennis	Toledo
Leota Green	Toledo
Ruth Hanson	Toledo
Hollis Kepler	Toledo
Harriet Lupton	Toledo
Leander Lupton	Toledo
Marguerite Muckler	Toledo
Sarah Wolcott	Toledo
Dorothy Wolcott	Toledo
Corinne Smith	Toledo
Leta Winders	Toledo

Organ

Ethel Jackson	Toledo
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Theory

Vernon Bender	Orangeville, Illinois
Mabel Crossman	Toledo
Vinnie Gull	Colesburg
Irene Lamb	Toledo
Ethel Molitor	Duluth, Minnesota
Augusta Paulu	Vining
Ora H. Prather	Independence, Kansas

Students

113

Nilva Allene Smith.....	Richland Center, Wisconsin
Marian Speake	Toledo
Lois Talbot	Toledo

Voice

Leona Crom	Kingsley
Gay Douglas	Lehigh
Carl Emerson	Toledo
Clare Forney	Toledo
Harry A. Geauque.....	Toledo
Helen Greenleaf	Toledo
Merle C. Green.....	Tama
Vincent K. Holcomb.....	Toledo
John Kepler	Fowler, Kansas
Lester Kuhner	Toledo
Irene Lamb	Toledo
Mary Loose	Toledo
Alfred B. Owen.....	Toledo
Augusta Paulu	Toledo
Mildred Patterson	Vining
Floyd L. Roberts.....	Laurel
Mary Robson	Janesville, Wisconsin
Lillian Shoop	Toledo
Clement A. Sones.....	Anamosa
Lenore Snyder	Anamosa
Hazel Spire	Tama
	Tama

Violin

Allene Adair	Toledo
Gayle Ahrens	Belle Plaine
Ralph Batcher	Toledo
Vernon Bender	Orangeville, Illinois
Lucile Benesh	Toledo
Will Biley	Toledo
Alta Blair	Toledo
Fern Bovenmeyer	Belle Plaine
Grace Bovenmeyer	Toledo
Glenn Burton	Toledo
John Burrows	Ames
Robert Burrows	Belle Plaine
Audree Babcock	Belle Plaine
Florence Bowman	Garwin
Elsie Bowman	Toledo
Velma Bowman	Toledo
Lewis Brown	Toledo
Glenn O'Brien	Sisseton, S. D.
Ronald Child	Luzerne
Edwin Carnal	Toledo
Della Chess	Tama
Harold Currey	Blairstown
	Toledo

Oren Fowler	Tama
Harold Flynn	Toledo
Catherine Guernsey	Toledo
Sarah Guernsey	Toledo
Charles Hurley	Garwin
Earl Hurley	Garwin
Alpha Hinegardner	Toledo
John Hinegardner	Toledo
Henrietta Jones	Toledo
Luman Kubias	Gladbrook
Carl Keyser	Belle Plaine
Emma Krafka	Belle Plaine
Inez Lippincott	Garwin
Lewin Lippincott	Garwin
Truman Lippincott	Garwin
Noble Lippincott	Garwin
Belle Lippincott	Garwin
Violet LeFevre	Toledo
Morris McPherson	Belle Plaine
Elwell Meiers	Toledo
Mildred Meiers	Toledo
Dorothy Mills	Tama
Harold Muench	Belle Plaine
Walter Muench	Belle Plaine
Paul Mills	Gilson, Illinois
Hortense Morgan	Toledo
Mrs. Moberly	Tama
Verna Onstott	Belle Plaine
Ruth Paden	Belle Plaine
Ora H. Prather	Independence, Kansas
Floyd Robson	Toledo
Bruce Russell	Tama
Luella Reichmann	Toledo
Louise Reichmann	Cedar Rapids
Harry Robson	Toledo
Darwin Rockwell	Belle Plaine
Margaret Russell	Toledo
August Radeke	Luzerne
Ethel Shield	Belle Plaine
Maurice Steele	Toledo
Edith Sullivan	Belle Plaine
Dorothy Shurtleff	Belle Plaine
Lucile Tatge	Belle Plaine
West Townsend	Garwin
Bryan Townsend	Garwin
Lulu Townsend	Toledo
Nora Thompson	Belle Plaine
Bernice Thompson	Belle Plaine
Frank VanHorn	Garwin
Irene Vest	Toledo

Helen Vifquain	Belle Plaine
Leola VanHorn	Garwin
Ava VanHorn	Garwin
Harold VanHorn	Garwin
Harold VanHorn, Jr.	Garwin
Roland VanHorn	Garwin
John Walters	Toledo
Nellie Weir	Toledo
Naoma Wendle	Toledo
Emma Wilson	Toledo
Elvira Weitzell	Garwin
Gertrude Wolcott	Toledo
Carlton Woods	Tama
William Wright	Belle Plaine

COMMERCIAL

Bookkeeping

Nate Beadle	Tama
Raymond A. Brush	Chelsea
Lyle Herman	Sheridan
Steward Reed	Tama

Shorthand

Gertrude Berry	Tama
Grace Davis	Toledo
Esther Woodrum	Toledo

Typewriting

Gertrude Berry	Tama
Grace Davis	Toledo
Esther Woodrum	Toledo

SCHOOL OF ORATORY

Senior

Lucille Fisher	Montour
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Junior

Pauline Harold	Toledo
Anna Walker	Toledo
Hazel Walker	Toledo

Unclassified

Gertrude Breaw	Toledo
Gertrude Maurine Carson	Toledo
Margery Dexter	Toledo

Clarence Dick	Stanhope
Mildred Green	Toledo
Merle C. Green.....	Toledo
Vincent K. Holcomb.....	Fowler, Kansas
Louise Hoppe	Gladbrook
Bert B. Hulbert.....	Portsmouth, Ohio
Margaret Muirhead	Toledo
Glee Nickeson.....	Lemmon, S. Dakota
Nilva Allene Smith.....	Richland Center, Wisconsin
Maude Steele	Riverside
E. Claude Smith.....	Tama
Harry Whitesell	Browerville, Minnesota

SUMMARY

College—	
Seniors	13
Juniors	21
Sophomores	18
Freshmen	29
	—
Academy	81
School of Music—	41
Piano, Organ, Theory.....	45
Voice	21
Violin	86
Business College	7
School of Oratory.....	19
	—
Total.....	300
Names counted more than once.....	57
	—
Net enrollment	243

FORMS OF GIFTS

LIFE ANNUITIES

Persons who are interested in the work done by Leander Clark College, and who have money, real estate, or other property they would like to leave to the college, and yet who will need a reasonable income during their lifetime, will find the Life Annuity Bonds offered by the college both safe and attractive. The fact that the college has buildings and grounds, and cash endowment aggregating in value more than \$350,000, is a sufficient guarantee of the safety of its bonds. The institution is without debts and is safe and sound in its business management. Its Life Annuity System is therefore absolutely trustworthy.

TO ENDOW A SCHOLARSHIP

Persons desiring to aid worthy young people in obtaining an education may endow a perpetual scholarship in Leander Clark College, by the payment of \$1,000 to the institution, which will entitle the donor to name the same, and to have the name of the scholarship published in each annual catalogue.

TO ENDOW A CHAIR OR PROFESSORSHIP

The gift of \$25,000 will endow a chair or professorship in Leander Clark College, and will entitle the donor to name the chair, which name with that of the giver will be published in each number of the annual catalogue of the college.

TO DEED REAL ESTATE, RETAINING A LIFE INTEREST

Persons wishing to aid the college may deed to it any real estate they may have, reserving to themselves the right to use income and occupancy during their natural life, and at their death the property would pass into the possession of Leander Clark College, to become a part of the permanent endowment of the institution.

TO THE FRIENDS OF THE COLLEGE

Leander Clark College is greatly in need of a much larger income. Its present endowment, student fees, etc.,

are insufficient to meet its growing needs. It should have at least three hundred thousand dollars added to its endowment within the next three years.

Persons having property or estates to dispose of are earnestly asked to make Leander Clark College the object of their benevolence. Those who may think of doing so are requested to write the president of the institution, Toledo, Iowa, for full information as to forms for bequests.

FORM OF ENDOWMENT NOTE PAYABLE AFTER DEATH

Toledo, Iowa.....191....

In consideration of the agreement on the part of Leander Clark College, a corporation of the County of Tama, and State of Iowa, that it will continue to maintain an institution for higher education, I, of, in the State of, do promise for myself, executor, administrator, and assigns, to pay to said Leander Clark College dollars, with interest at.....per cent., payable annually from.....:

The principal is to be paid out of my estate one month after my death, and is to become a part of the permanent endowment fund, and to be safeguarded as is the Leander Clark Foundation. The interest is to be available for supporting the Department of.....in said college.

Executed in the presence of

.....

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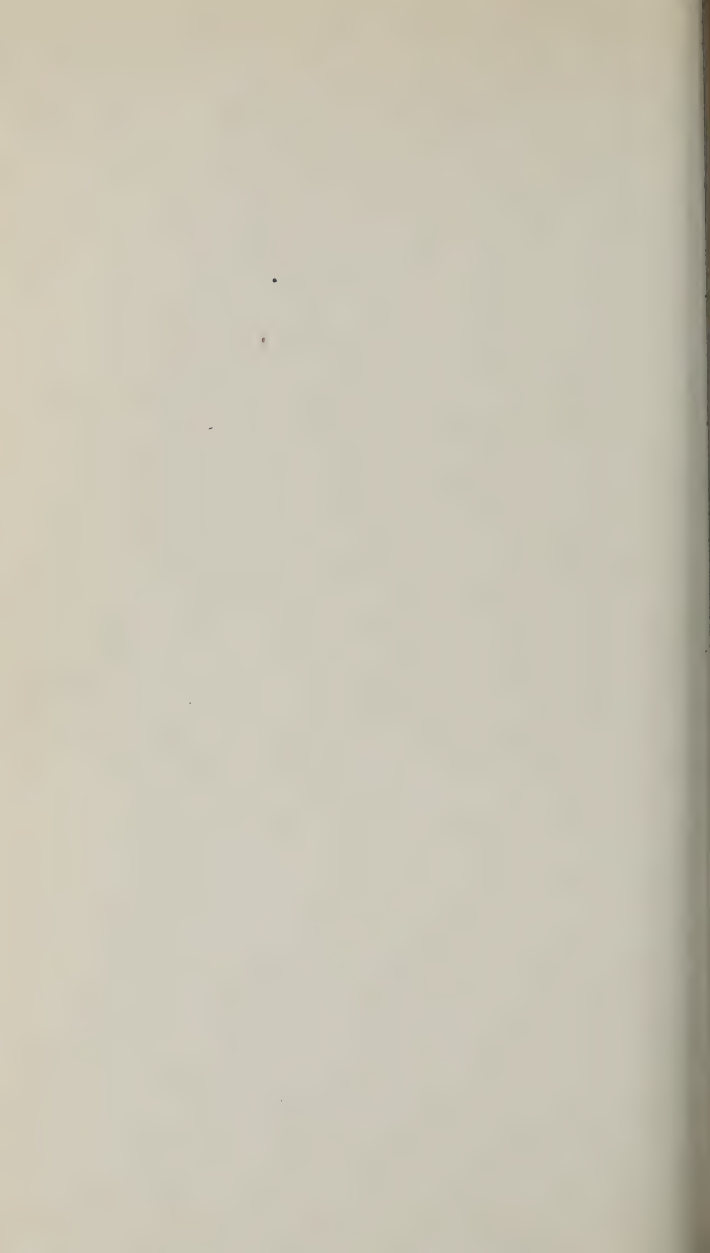
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Leander Clark College

Toledo, Iowa



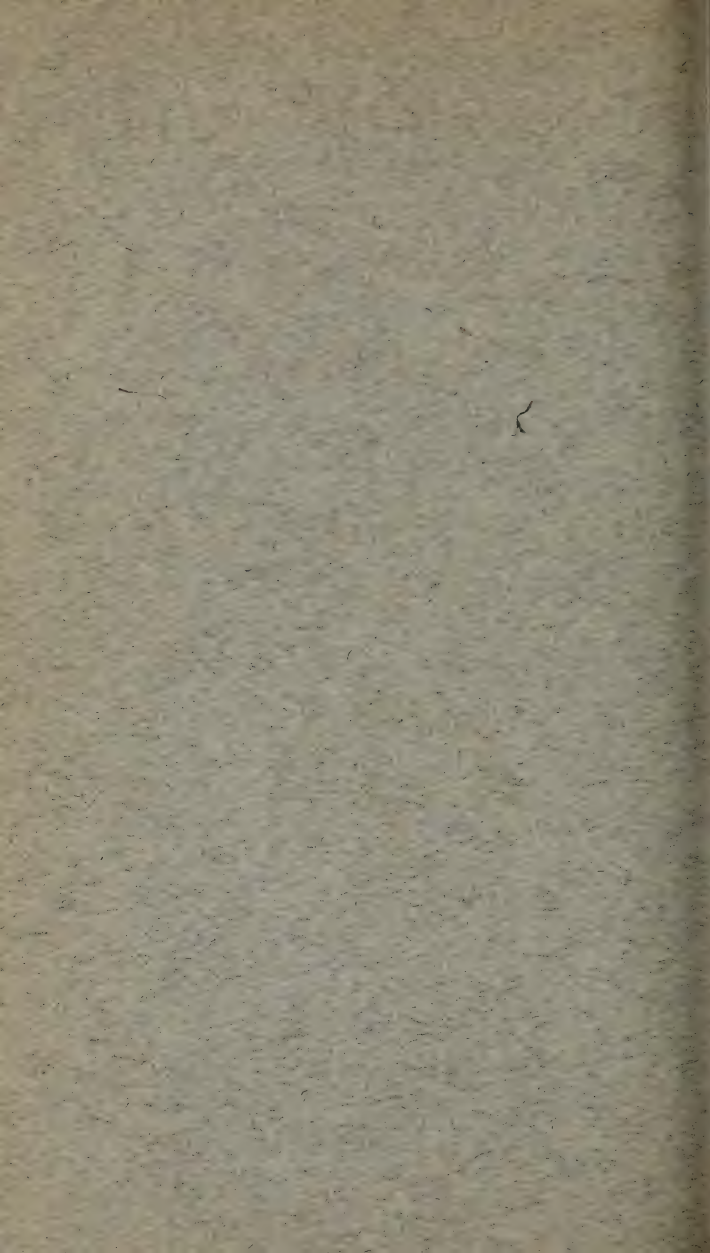
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ANNUAL CATALOG

AND

ANNOUNCEMENTS

1917



ANNUAL CATALOGUE
OF
LEANDER CLARK
COLLEGE

FOR THE COLLEGE YEAR
1916-17



TOLEDO, IOWA
PUBLISHED BY THE COLLEGE

1917

LEANDER CLARK COLLEGE BULLETIN

Entered in the Post Office at Toledo, Iowa, as Second-Class Mail Matter

Vol. XII.

Toledo, Iowa, April, 1917.

CALENDAR 1917

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CALENDAR 1917-18

May

1. Tuesday—Senior Theses Due.
1. Tuesday—Submission of Subjects for Preliminary Oratorical Contest.

June

7. Thursday—President's Reception to Seniors.
8. Friday, 8:00 p.m.—Scholarship and Preliminary Oratorical Contest.
9. Saturday, 8:00 p.m.—Graduating Exercises of the School of Oratory.
10. Sunday, 11:00 a.m.—Baccalaureate.
8:00 p.m.—Anniversary of Christian Associations.
11. Monday, 10:30 a.m.—Annual Meeting of Board of Trustees.
6:00 p.m.—Annual Banquets of Literary Societies.
8:00 p.m.—Anniversary of Literary Societies.
12. Tuesday, 2:00 p.m.—Class Day Exercises.
8:00 p.m.—Concert of College of Music.
13. Wednesday, 2:30 p.m.—Business Meeting of Alumni Association.
3:30 p.m.—Reunion of Alumni.
8:00 p.m.—Alumni Anniversary and Banquet.
14. 10:00 a.m.—Commencement Exercises.
2:30 p.m.—Annual Baseball Game, Varsity vs. Alumni.
8:00 p.m.—Class Play.

September

11. Tuesday—First Semester Opens for Registration.
12. Wednesday, 10:00 a.m.—First Chapel Assembly and Opening Address.
15. Saturday, 8:00 p.m.—General Reception to New Students.

October

12. Friday—Columbus Day.

November

1. Thursday—Subjects of Senior Theses Submitted.
- 29, 30. Thursday and Friday—Thanksgiving Recess.

December

13. Thursday, 8:00 p.m.—First Preliminary Academy Debate.
21. Friday, 4:00 p.m.—Holiday Vacation Begins.

1918**January**

7. Monday—Holiday Vacation Ends.
8. Tuesday, 7:30 a.m.—Instruction Begins.
- 24, 25. Thursday and Friday—First Semester Examinations
28. Monday—Registration for Second Semester.
29. Tuesday, 7:30 a.m.—Instruction Begins.

February

12. Tuesday—Lincoln's Birthday.
22. Friday—Washington's Birthday.
22. Friday—Prohibition Oratorical Contest.

March

1. Friday—Inter-Academy Debate.
22. Friday, 4:00 p.m.—Spring Recess Begins.

April

1. Monday, 7:30 a.m.—Instruction Resumed.
11. Thursday—Annual Meeting of Forensic League.

May

30. Thursday—Memorial Day.

June

6. Thursday—Commencement Week Begins.
9. Sunday—Baccalaureate Day.
10. Monday—Annual Meeting of Trustees.
13. Thursday—Commencement Day.

INCORPORATION

TRUSTEES OF THE COLLEGE

IOWA STATE CONFERENCE

Term
Expires

Mr. A. J. Coon, Des Moines, Iowa.....	1917
Mr. D. W. Bovee, Waterloo, Iowa.....	1917
Rev. J. C. H. Light, Cedar Rapids, Iowa.....	1918
Rev. Wm. F. Cronk, D. D., Gladbrook, Iowa.....	1918
Mr. A. H. Shambaugh, Booneville, Iowa.....	1919
Mr. W. E. Burgess, Des Moines, Iowa.....	1919

NORTHERN ILLINOIS CONFERENCE

Mr. Amos Hoak, Sterling, Illinois.....	1917
Rev. V. W. Overton, D.D., Bloomington, Illinois...	1918
Rev. M. B. Spayd, D.D., Springfield, Illinois.....	1919

MINNESOTA CONFERENCE

Mr. Isaac F. Sarff, Browerville, Minnesota.....	1917
Rev. H. Deal, Kiester, Minnesota.....	1918
Mr. M. H. Hall, Truman, Minnesota.....	1919

WISCONSIN CONFERENCE

Rev. C. J. Roberts, Janesville, Wisconsin.....	1917
Mr. Tellus Truesdale, Richland Center, Wisconsin..	1918
Rev. Geo. Bechtolt, Reedsburg, Wisconsin.....	1919

ALUMNI ASSOCIATION

L. Bookwalter, A.M., D.D., Kansas City, Kansas...	1917
C. W. Brewbaker, A.M., D.D., Dayton, Ohio.....	1917
F. E. Brooke, A.M., D.D., Winona, Kansas.....	1918
C. H. Elliott, A.B., Altoona, Iowa.....	1918
Mr. C. W. Ennis, A.B., Toledo, Iowa.....	1919
Mr. E. A. Benson, A.B., Toledo, Iowa.....	1919

TRUSTEES AT LARGE

Hon. John Shambaugh, Booneville, Iowa.....	1917
Dr. Fred D. Staves, Des Moines, Iowa.....	1918
Judge U. S. Guyer, B.S., Kansas City, Kansas.....	1919

Officers of the Board

MR. JACOB J. SHAMBAUGH, A.B., *President*

MR. G. H. STRUBLE, *Vice-President*

PROF. ROSS MASTERS, PH.M., *Secretary*

MR. J. N. LICHTY, B.S., *Treasurer*

MR. E. A. BENSON, A.B., *Financial Secretary*

HON. H. J. STIGER, *Endowment Secretary*

REV. G. W. EMERSON, *Field Secretary*

Executive Committee

MR. C. B. STIGER, A.B.

MR. W. A. DEXTER

DEAN H. W. WARD, A.M.

MR. C. W. ENNIS, A.B.

REV. T. D. CRITES, D.D.

MR. OLIVER HENDERSON

ROSS MASTERS, PH.M., *Secretary*

Investment Committee

HON. JOHN SHAMBAUGH

MR. H. G. ROSS

HON. E. C. EBERSOLE, LL.D.

MR. G. H. AUSTIN

Auditing Committee

RAY W. ADAIR

G. E. CHAPMAN

H. B. SMITH

COLLEGIATE FACULTY AND INSTRUCTORS

HENRY W. WARD, A.M.

Dean of the College

Professor of Jennie McIntyre Fletcher Chair of English

JOHN FRANK YOTHERS, A.M.

Professor of Mathematics

WILLIAM LESLIE VERRY, A.B.

Professor of Latin and Greek

ROSS MASTERS, Ph.M.

Professor of Education

John Dodds Professor of Philosophy

M. ELIZABETH APPLETON, A.M.

Professor of Modern Languages

Dean of Women

Secretary of the Faculty

ALONZO R. FINLEY, A.M.

Professor of History and Political Science

WILLIAM C. NOLL, A.M.

Professor of Biology

H. A. GEAUQUE, M.S.

Shambaugh Professor of Chemistry and Physics

MRS. BLANCHE NOLL, A.M., B.O.

Professor of Expression and Public Speaking

NELLIE VIDA CURREY

Professor of Domestic Science

WILLIAM LYON THICKSTUN

Director of the College of Music

MAUDE BROWNING

Teacher of the Art of Singing

B. O. WILSON

Teacher of Violin and 'Cello Playing

Orchestra Director

Leander Clark College

MAUDE BRUSH
Assistant in Piano

ROBERT E. GUTHRIE
Assistant in Business College

RUBY NOBLE
Instructor in Shorthand and Typewriting
Office Secretary

JOHN HUSTON
Assistant in Chemistry

VERNE J. BOULTON
Assistant in Physics

CLYDE K. WARNER
Assistant in English

J. F. YOTHERS, A.M.
Registrar

WM. L. VERRY, A.B.
Librarian

H. A. GEAUQUE
Director of Athletics

JOSEPH L. CARBERRY
Athletic Coach

DAVID D. BRADY
Custodian of Buildings and Grounds

MRS. GRACE M. BRADY
Matron of Beatty Hall, and
Manager of Boarding Department

A. A. PACE, M.D.
Medical Examiner

STANDING COMMITTEES OF THE FACULTY FOR 1917-18

CURRICULUM AND CLASSIFICATION

Dean Ward, Professors Noll, Masters

LIBRARY

Professors Verry, Yothers, Mrs. Noll

SOCIAL LIFE AND CONDUCT

Professors Appleton, Masters, Currey

DISCIPLINE

Dean Ward, Professors Masters, Yothers

ENTERTAINMENTS

Professors Yothers, Finley, Appleton

FORENSICS

Dean Ward, Mrs. Noll, Professor Masters

THESES AND LITERARY CONTESTS

Professors Finley, Noll, Dean Ward

COLLEGE ORGANIZATIONS

Professors Yothers, Appleton, Verry

CAMPUS IMPROVEMENT

Professors Geauque, Noll, Currey

ATHLETICS

Professor Verry, Geauque, Dean Ward

PUBLICITY

Professors Masters, Mrs. Noll

RULES AND REGULATIONS

Dean Ward, Professors Appleton, Yothers, Masters

MUSEUM

Professors Noll, Geauque, Finley

APPOINTMENTS

Professors Masters, Yothers, Dean Ward

STUDENT STANDING

Professors Noll, Yothers, Masters

LEANDER CLARK COLLEGE

HISTORICAL STATEMENT

In August, 1855, a small company of pioneer ministers of the Church of the United Brethren in Christ, at a conference held in Muscatine, decided to establish a college within the then new State of Iowa. The motive prompting this action was primarily the desire to provide for the education of young men for the ministry of the Church. A Board of Trustees was chosen and given full power to act. In choosing a location for the proposed college, the board took into consideration conditions favorable to the moral, intellectual, and physical welfare of students.

A beautiful site was selected in the extreme southern part of Linn County, on the open prairie, which presented a stronger claim than any other. In this community there were public-spirited citizens, devoted members of the Church, friends of education, who subscribed generous sums in cash, and in addition offered large gifts in land for a site and for the maintenance of the institution.

The first college building, a three-story brick structure, was erected during the summer of 1856. It was situated on the most commanding part of a charming campus of seventeen acres. The school thus founded and located was appropriately christened "Western College," because it was then the farthest west of the schools of the denomination under whose auspices it was established. The same name was given the town that was built up on all sides of the college.

Western College opened its doors in January, 1857. At this time thirty-eight students were enrolled. The faculty consisted of four members, the Rev. Solomon Weaver, president; S. S. Dillman, M.A., J. C. Shrader, and Mrs. S. S. Dillman, teachers.

The first years of the college were naturally a period of severe struggles, though of worthy achievements. The lack of endowment, and of regular and adequate channels of support, were a serious hindrance to permanent prog-

ress. With these limitations the student body and faculty grew very slowly. Besides, there were other barriers to rapid development.

For five years during the early period of its history, the college owned and operated a large farm. This, with some other industries, was made the basis of an industrial system chiefly carried on by student labor. The experiment, however, proved impractical, and was soon abandoned.

This period of beginnings and special testing embraced the entire period of the Civil War, which took from the college nearly all the men capable of military service of both the students and faculty. This condition, while evidencing a praiseworthy patriotism, brought on such a lessened patronage and financial support as greatly to discourage the constituency of the school. With the results of the war there came new economic conditions threatening the life of the country college. However, a feeling of assurance was revived and for a time increased prosperity came to the institution. Its patronizing territory was enlarged, its student attendance had an encouraging growth, and its financial resources were substantially improved.

But, after some years, and with varying fortunes, the trustees of the college, with other leading friends of the institution, became convinced that a change of location was necessary if the school were to grow and reach an equipment and standard equal to modern demands. Early in 1881, definite steps were, therefore, taken looking to removal. Eligible sites in different cities were considered. The citizens of Toledo, Iowa, offered to give \$20,000 to secure the location of the college. This proposition was accepted and in September following the school was removed to Toledo and its work opened in temporary buildings. The next year, a large, modern building was erected for purposes of instruction, with business office, chapel, library, and museum, attractively situated in a campus of ten acres, in the south part of the city. The college now entered upon a new era of growth and influence. Under the wise and progressive leadership of its new president, William M. Beardshear, rapid development followed.

This expansion steadily increased until, on Christmas night, 1889, this main building of the college, with all its contents, except the library, was destroyed by fire. This was a severe stroke to the school, but its friends were not dismayed. The fire had scarcely ceased until the citizens of the town, with other loyal friends of the institution, joined the trustees in determined plans and efforts for rebuilding. The heavy expense of rebuilding, increased by annual deficits and accumulating interest and aggravated by the widespread financial panic of 1893 had, by the year following, resulted in a burdensome debt of \$85,000.

At this critical period, Rev. Lewis Bookwalter, D.D., an alumnus, was called to the presidency of the college. His administration was characterized by wise planning and courageous leadership, and by January, 1902, the entire debt had been provided for. The standard of the school had been materially raised, and the faculty and student body increased. These large achievements, while most gratifying, were regarded as only opening the way for still larger undertakings—the securing of adequate equipment and endowment.

It was at this time that Major Leander Clark, a leading business man of Toledo, Iowa, came forward with an offer of \$50,000 toward such endowment, provided the college would secure an additional \$100,000 in cash by January 1, 1906. While this proposition was regarded as most generous, and while it awakened great interest and hope, yet because of the severe strain of the debt-paying campaign which had just been completed, Mr. Clark's proposition seemed almost impossible of realization. However, there were friends who felt that the end sought was so great and worthy as to compel the effort to reach it. A definite campaign of solicitation was planned and organized and for a time earnestly worked, but the results, while having substantial value, consisted chiefly in preparing the way for the large gifts which were to come later. But before these came, President Bookwalter, having received a call to another field, resigned, in the autumn of 1904, and for some months little was done in aggressive solicitation.

In February, 1905, a new president having been elected, Rev. Cyrus J. Kephart, D.D., the endowment canvass was renewed with fresh earnestness. Within a short time there came a cheering message from Mr. Andrew Carnegie, the well-known philanthropist, offering to contribute \$50,000 of the required \$100,000 necessary to meet the terms of Mr. Clark's proposition. This offer, largely the result of influences previously set in motion was enough to inspire the friends and patrons of the college to a heroic effort to raise the final \$50,000. This end was accomplished by the specified date, January 1, 1906, when the glad announcement was made that the college now had a cash endowment of \$150,000.

The Board of Trustees was immediately called together and on January 23, following, the name of the college was changed to Leander Clark College, and the old name, "Western," so dear to the alumni and former students, and to a multitude of devoted friends, became a memory, though one that will long be tenderly cherished.

The semi-centennial of the college was fittingly celebrated in June, 1906, in connection with the annual commencement of that year. Men of eminence in Church and State joined with the alumni and students, new and old, in making the occasion a notable climax of fifty years of educational endeavor.

The years since have been full of actual achievement, and fuller still of promise. There have been gratifying advances in many ways, in improved buildings, in increasing the laboratory and other equipment, the size and quality of the library, in adding to the number and strength of the faculty, and in enlarging the student attendance. The endowment has also been extended and the day of still larger and better things for the college never seemed so near as at the present. With the continued loyalty and liberal support of its friends, Leander Clark College is destined steadily to grow in its power and value as an agency in the promotion of Christian education. This is the end for which it was founded and for which it is maintained. It stands for the culture of body, mind, and heart. It is a life-maker, a character-builder.

The supporting territory of the college was increased in 1915, when Northern Illinois Conference of the Church of the United Brethren in Christ, in session at Galesburg, came into full co-operation with the institution. This adds some ten thousand to the constituency of the college, besides making possible increased student attendance and an enlarged financial support. This enlargement of territory, with the moral and material advantages accompanying it, is one of the distinct gains that has come to the institution in the past few years.

On February 26, 1917, a great campaign to double the endowment and the attendance of the college was launched. The campaign is under the direction of a team of experts and promises to stir the whole co-operating territory to a high pitch of enthusiasm and loyalty.

GENERAL INFORMATION

LOCATION AND SURROUNDINGS

Leander Clark College is located in Toledo, the county-seat of Tama County, Iowa, near the geographical center of the State. It is on the Chicago & Northwestern Ry., and besides is the northern terminus of the Toledo and Tama electric line, operated by the Iowa Railway and Light Company, and thus has excellent transportation facilities. The city is beautifully situated in the very heart of one of Iowa's best agricultural sections. Its corporation line on the south joins that of the city of Tama, the combined population of the two cities being nearly five thousand. Toledo is noted for the intelligence and morality of its people, for its healthfulness and freedom from malarial diseases, for its high-class business houses, fine residences, modern churches, and other public buildings. The city is provided with well-equipped water works, electricity for light and power, and a complete system of sanitary sewerage, and with paved streets in its business section. The water supply is unsurpassed for abundance and purity. The municipal government is wholesome and progressive, and with no saloons or other places of evil resort, it is, indeed, an ideal place for an educational institution, one to which parents may justly feel safe in sending their children. The high moral tone, the superior material conditions, and the beauty of its well shaded streets, with the charming landscape on every side, unite to make it a most desirable place to live and study.

GROUNDS AND BUILDINGS

The college grounds are delightfully situated in the southern part of the city and within a few minutes' walk from the business center. They include a campus of fourteen acres, well set with a pleasing variety of shade and ornamental trees, four acres of which comprise a native oak grove. Three college buildings, together with the athletic field, are on the campus. Adjoining on the

south the college also owns eight acres of land available for uses as future needs may require.

The several buildings of the college are well suited to their respective purposes and may be listed as follows:

THE ADMINISTRATION BUILDING is a large brick structure, with four stories including the basement, well located, heated with hot water, with seven large recitation rooms, three laboratories, domestic science and commercial and typewriting rooms, library, museum, chapel, Christian Association room, offices, four large and elegantly furnished literary society halls, and other rooms, making in all twenty-six rooms. This building is stately and commanding in appearance.

THE MARY BEATTY HALL, a dormitory for girls, is a three-story brick building, steam heated, and located near the main building. It offers a pleasant and comfortable home with commodious and well furnished rooms, for about twenty-five young women. There are besides a reception room and parlor, living rooms for the superintendent and family kitchen and dining room all under good supervision and management.

THE GYMNASIUM, located on the north side of the campus, is a frame structure forty-two by eighty-four feet in size, well lighted, with an ample court for indoor games, and seats for the accommodation of three hundred spectators. It is well adapted to the physical training of the men and women of the institution.

THE DORMITORY FOR YOUNG MEN, formerly the Conservatory of Music. This building, located in the central part of the city, besides having furnished rooms for the accommodation of young men students, has piano practice rooms and a recital hall for lectures and musical and other entertainments.

THE PRESIDENT'S HOUSE, located near the northwest corner of the campus, on College Avenue, the gift of the late Rev. M. S. Drury, is a modern, well-equipped home occupied by the president of the college.

THE UNITED BRETHREN CHURCH, located on the corner of High Street and College Avenue, while not the property of the college, is a building of splendid architectural

design, thoroughly modern in its construction and appointments and is admirably suited to meet the demands of present-day Christian work. It has an auditorium, which, with gallery and adjoining rooms, has a seating capacity of eight hundred, which is available for commencement exercises and other large college functions. The pipe organ of the church is used in giving lessons to students in the Conservatory of Music.

RELIGIOUS AIMS AND HELPS

Leander Clark College aims to afford to all its students, young men and young women alike, a liberal education in the arts, sciences, and philosophy, under positively good social, moral, and religious surroundings and influences. While its courses of study are planned to promote an all-round and thorough scholarship, it seeks through its methods of instruction to inculcate high Christian principles and to develop genuine Christian character and worth. To this end, self-control, self-reliance, and mental strength and alertness are given distinct encouragement. The purpose of the founders to make the college a center of an earnest religious life, has never been lost sight of. On all school days, from ten to ten-twenty-five A.M., devotional exercises are held in the college chapel, all students being required to attend unless excused for very special reasons. On these occasions almost daily instructive and inspirational addresses are given by the faculty and others. Thus the motives and habits of an earnest Christian life are given due recognition and emphasis. To secure these results the Bible is given a place in the various courses of study. Besides, special Bible classes are conducted under capable leadership. Thus the broadest culture of mind is secured within a wholesome religious atmosphere.

The city of Toledo has four churches, all well equipped with the facilities of helpful Christian worship and training. These have the usual agencies for valuable instruction and exercise in the development of the spiritual and social life, preaching, Bible and mission study, young people's society work and meetings for prayer and per-

sonal consecration. Every student is expected to select one of these churches as his church home while he is in school and make it his place of religious worship and work. Regularity in attendance upon the public worship in the churches, at least once each Sunday, is required.

The Young Men's Christian Association and the Young Women's Christian Association hold weekly devotional meetings, open to all students. They conduct Bible and Mission Study classes and have representation in Association conventions and summer conferences, thus keeping their members in close touch with the great forward movements of Christian enterprise and endeavor. These associations include a large proportion of the students in their membership and are a very important factor in the religious life of the institution.

THE LIBRARY

The library of the college is located in the large, well-lighted southwest room on the second floor of the Administration Building. It contains nearly eight thousand volumes, comprising encyclopedias, dictionaries, collections of the world's best literature, together with books of science, history, biography, philosophy, theology, poetry, and standard fiction.

A number of valuable books, including the celebrated Harvard Classics, have been added during the past year.

Other recent additions to the library include chiefly two double-faced book stacks each eight feet high and twelve feet long. They were memorial gifts. One is in memory of the late Dr. William Miller Beardshear, president of the college from 1881 to 1889, and is a contribution in appreciation of his noble character and eminent services as an educator from warm personal friends and former students. The other is the gift of Mrs. Jane McIntyre, of Gladbrook, Iowa, in memory of her son-in-law, Mr. Joseph Fletcher, late of Ashton, Under Lyne, England. Such gifts are appreciated, not only for the friendship prompting them, but for their artistic value and usefulness.

The library, which is also the reading room of the college, is well supplied with weekly periodicals, including some of the best newspapers, leading magazines and reviews, together with many important publications for the use of the several departments of instructions, and also numerous college papers and bulletins. The daily Congressional Record and other State and National documents, likewise enrich the reading-room tables.

Friends of the college desiring to contribute funds for the enlargement of the library, or who have valuable books, or sets of books, they would like to present to the institution, are kindly asked to make their desires known to the Library Committee.

DEPARTMENTS

COLLEGE OF LIBERAL ARTS

This department maintains standard courses requiring four years for their completion, and leading to the degrees of bachelor of arts and bachelor of science. Any student receiving either of these degrees is prepared for admission to the senior year, or for graduate work in Yale University, the University of Chicago, or other institutions of similar grade. If students, during their course in this department, have elected in the Department of Education the required amount of professional work, they are entitled to first grade State teachers' certificates, good for five years.

DOMESTIC SCIENCE

This department offers a two-year course in Foods and Textiles, with related subjects in science. A longer course requiring four years in science is urgently recommended to all students taking this work.

THE ACADEMY

The Academy maintains a full four years' course equivalent to that given in the standard high schools of the State. The successful completion of this course fits the student to enter the freshman class in the College of Liberal Arts.

COLLEGE OF MUSIC

This institution provides standard courses in piano, voice, violin, pipe organ, harmony, and history of music, leading to appropriate certificates and diplomas.

SCHOOL OF EXPRESSION

In this are provided the usual courses in elocution, oratory, and public speaking, of special interest to readers, debaters, and others desiring to acquire facility and force of expression on the platform.

ATHLETICS

This department provides for proper physical culture and wholesome sports and games, and for such other exercises in recreation as are essential to good health and to intellectual vigor and growth. All athletic affairs of the college are controlled by the Athletic Committee, composed of the Dean of the College as chairman, the Physical Director, two other members from the college faculty, and two alumni members. This committee shall determine general policies, manage athletic business, and have the direction of all athletic schedules and games. The official correspondence of the department shall be conducted by the secretary of this committee.

The gymnasium, having basket ball, indoor baseball, tennis, and hand ball courts, shall also be used for a training court for baseball and football.

The athletic grounds embracing five acres and furnishing a baseball diamond, a football field, tennis courts, a one-fifth mile running track, and an outside basket ball court, are ample for general athletic purposes. By careful reworking from season to season, the grounds are kept in good condition for all games and other physical training events.

All home games are played on the college grounds, which are practically enclosed by the buildings and an eight-foot canvas fence through the gates of which spectators are admitted.

Football in the fall, basket ball and indoor baseball in the winter, track athletics and baseball in the spring, are

the sports which chiefly enlist student interest and call for the most scientific training. For those who do not care for these, or who are not physically strong enough to participate in them, other exercises or classes in floor athletics are provided. Tennis receives much attention and is a popular game.

The different sports in their respective seasons are managed so that all students may have a share in them by having inter-class and department games aside from the intercollegiate games. In this way eligible material is developed for future teams.

LECTURES AND ADDRESSES

Numerous informal addresses by local ministers, members of the faculty, and visitors, are delivered each year at the chapel hour in the Assembly Hall. These usually have direct practical aims relating to character and conduct. A number of notable speakers have honored the college with their presence and encouraging messages the past year.

The address at the opening of the first semester was given by the Rev. Charles W. Brewbaker, D.D., of Dayton, Ohio. In the mid-year, Doctor Brewbaker delivered a series of lectures on Religious Education.

Other speakers of note have appeared from time to time on the college platform, including Dr. O. T. Deever, Secretary of Christian Stewardship, Mrs. J. Hal Smith, of the Foreign Mission, Dr. W. S. Hall, of Northwestern University, Dr. W. E. Schell, Secretary of Education, and Dr. A. E. Kepford, State Lecturer. In addition to these, the city and college lecture course has offered the following high-class attractions: The Bohemian Orchestra; John B. Ratto; Chaplain E. H. Lougher; and The Cathedral Choir.

STUDENT ORGANIZATIONS

LITERARY SOCIETIES

There are four literary societies in the college—two for women, the Calliopean and Young Ladies' Athenæum,

and two for men, the Young Men's Institute and the Philophronean. The societies hold weekly meetings in their modern and well-furnished halls, and afford excellent opportunities for improvement in oratory, debate, and parliamentary practice. All students are eligible to membership in them, and they are earnestly advised to avail themselves of their advantages.

CHRISTIAN ASSOCIATIONS

The Y. M. C. A. and Y. W. C. A. are strong, active organizations. They aid in the receptions given to new students at the opening of each semester, hold weekly meetings for Bible study and devotional exercises, and in other ways they greatly assist in promoting a wholesome Christian atmosphere in and about the college.

STUDENT VOLUNTEER BAND

This organization is composed of young men and women who have volunteered to enter some field of missionary activity as soon as the way may open for them to do so. It is a most effective agency for promoting missionary intelligence and stimulating the true missionary motive.

FORENSIC LEAGUE

This organization has charge of all matters relating to intercollegiate oratory and debate. The league has membership in the State Oratorical Association, and of the Intercollegiate Prohibition League; arranges for intercollegiate debates, and also provides for one or more inter-academy debates annually.

INTERCOLLEGIATE PROHIBITION LEAGUE

This organization exercises a wholesome influence in the college in favor of aggressive temperance work. An oratorical contest is held each year under the auspices of the league and the winner in this contest represents the college in the intercollegiate contest. The benefits and honors won in this field of forensics are well worth all they cost in time and effort.

COLLEGE PUBLICATIONS

There are three periodicals issued by the college: *The Bulletin*, published by the college; *The Leander Clark Record*, and *The Cardinal*, published by the students.

The Bulletin is issued quarterly and is the chief medium of communication between the college and its constituency; the April number constituting the Annual Catalogue.

The Leander Clark Record is a large four-page weekly devoted to college news and is edited and managed by a strong student staff. The paper in both journalistic qualities and mechanical make-up, is highly creditable to the school.

The Cardinal is edited and published by the Junior Class each year. It is a most attractive volume of nearly two hundred pages, printed on the very best of paper, handsomely illustrated, and is splendidly bound and lettered in gold, the very acme of the printer's and book-maker's art. The purpose of this annual is to give a résumé of the doings of the entire institution for the year. Wit, humor, history, prophecy, song, and story, beautifully illustrated throughout, unite to make *The Cardinal* the brightest and most sought after publication sent out from the college.

PUBLICITY COMMITTEE

In addition to the several publications whose object is the dissemination of information, the college has a Publicity Committee, composed of five members, one from the faculty and one from each of the four literary societies, whose special duty it is to gather the news of events taking place in the college community for the leading dailies and weeklies of the State. The news of these social and other happenings related to the college life not only has interest to the people directly concerned, but as well to that larger circle of interested friends, the Church and general public on whose continued patronage and good will the college must always be dependent for its real success and growth. This plan has proved eminently satisfactory and shows the wisdom of the principle on which it is

based, namely, that the best things in the world need publicity and advertising. The way to reach the public, to bring new friends and supporters to the college, is to make its work as widely known and understood as possible.

DEGREES

The degrees conferred by the trustees, on recommendation of the faculty, are bachelor of arts and bachelor of science. The degree of bachelor of arts will be conferred on accepted candidates who shall have pursued successfully the full preparatory and college courses in general letters, and the degree of bachelor of science upon accepted candidates who shall have pursued successfully the full preparatory and college courses in which the major work has been in science. Each candidate for the bachelor's degree shall be required to submit to the Theses Committee by November 1 of the year in which he seeks graduation, a subject for a final thesis, with outline of proposed treatment. After approval of subject and outline, the candidate must write a thesis of not less than three thousand words on the subject chosen, and submit the same in typewritten form by May 1 following. The fee for each of these baccalaureate degrees is \$5.00.

STUDENTS' HOMES

Students of the college have large liberty in the selection of their rooming and boarding places. Beatty Hall provides excellent accommodations for young ladies. The rooms are twelve and one-half by fifteen feet, and each one is furnished with floor covering, bedstead, springs, mattress, comforts, pillow, commode, toilet set, chairs, table, electric light, and steam heat. Students furnish their own sheets, pillow-cases, bedspreads, and towels. A bathroom is conveniently situated on the second floor of the building.

Beatty Hall, besides furnishing board for its occupants, furnishes board for both young men and young women who have rooms in private homes. Students can

easily secure rooms and boarding with private families at reasonable rates. It is understood that householders who receive students into their homes will co-operate with the faculty in maintaining standards of proper conduct. Men and women are not to be received as roomers in the same house. Where young women are received, a general reception room, under the supervision of the householder, must be provided. Young women are not to entertain gentlemen callers later than ten o'clock, and not oftener than twice a week. The object of these regulations is that all students may have suitable rooms with such safeguards as to social relations as will be conducive to moral safety and the best student life.

DEAN OF WOMEN

The young women of all the departments of the institution are under the general supervision of the Dean of Women. They will be expected to consult with her concerning their problems, personal and social, and avail themselves of her experience and counsel on all matters of character and conduct concerning which they may be in doubt.

GOVERNMENT

The rules governing the conduct of students are few and simple. They are only such as everywhere are regarded conducive to that sense of responsibility for good order which characterizes ladies and gentlemen. The aim in the administration of the college shall be to promote the training of students in self-government, a result of great value in all true education. High ideals of life, of courtesy, and of honor will be emphasized and encouraged. However, it may be said that these principles definitely require: first, studiousness; second, promptness and regularity at chapel and recitations; third, attendance at public worship at least once each Sunday; fourth, abstinence from the use of tobacco in any form, and from profane and unbecoming language and conduct about the buildings and grounds. Whenever these ends fail of ac-

complishment, and any student persistently shows a lack of appreciation of the privileges offered him, such discipline will be administered as it is thought the welfare of the institution and of the student demands.

It should be noted, too, that persistent idleness will as certainly call for discipline as a breach of college good order. To permit one to waste his time and money, while nominally a student, would be as unjust to him as it would be injurious to the college community. Any student thus offending will be considered as having resigned his relations in the college, and his parents or guardian will be requested to have him withdraw from the institution. This shall be further understood as meaning that any student who fails to make at least ten hours' credit during any semester will not be permitted to re-register without the special permission of the faculty.

ATTENDANCE

Students must be in attendance at all recitations in the course for which they are enrolled.

Each unexcused absence will deduct two per cent. from the term grade for the course. Full credit for the course cannot be allowed if the student is absent without excuse from more than one-ninth of the recitations in the semester. Recitations missed by late registration will count the same as absences.

AMOUNT OF WORK

Sixteen hours of recitation a week are regarded as full work. In the adjustment of courses with odd hours a maximum of eighteen hours may be allowed in the freshman and sophomore years. A student seeking to carry more than sixteen hours—eighteen in the special cases cited above—must show credits for the previous semester of eighty-five per cent. in all subjects, must make eighty per cent. in all subjects for the current semester, and must also pay an extra tuition fee of \$1.50 for each semester hour so carried.

CO-OPERATIVE AGREEMENT WITH IOWA STATE COLLEGE AT AMES

An agreement has been entered into with Iowa State College of Agriculture and Mechanic Arts whereby students who spend three years in Leander Clark College, receiving therefor at least ninety semester hours of credit, forty of which shall be in science, may enter at Ames as junior students in Agriculture, Industrial Science, Engineering, or Domestic Science. On the completion of two years of specialized work in State College, seventy-two hours' credit, such students will receive degrees from both institutions, the regular bachelor's degree from Leander Clark, and the appropriate technical degree from Iowa State College. This agreement shortens the time required for securing both degrees and still gives the student all the advantages and associations of college and technical school.

STUDENTS' COUNCIL

A Students' Council, composed of four members, to be elected at the opening of each college year, from the four college classes, shall constitute a special committee to consult with the president of the college, and to advise with him concerning any matters which they may deem important to the welfare of the college, and which may relate to student life and affairs. This council will act with the president when necessary in investigating violations of the rules of college good order, and may recommend to the faculty from time to time such action as they regard best suited to conserve the interests of the institution and the student body. The aim of this provision is to encourage so far as possible student responsibility in the administration of college government, and to do this through mutual confidence and co-operation.

DISMISSALS

Honorable dismissals from the college will be granted only by a vote of the faculty. Any student who leaves the college before the final closing of any semester without

permission will not be regarded as having honorably completed his work and to be entitled to regular admission.

PRIZES AND SCHOLARSHIPS

1. *The Armstrong Cup.* This prize, given for the best effort in oratory, was provided by Mr. S. G. Armstrong, of Cedar Rapids, Iowa. Each year the winner of the home contest preliminary to the State Oratorical Contest, is to have his name engraved upon the cup, the cup to be held by the college and exhibited as a roll of honor.

2. *Trustees' Scholarship in Oratory.* These prizes, also given for the best work in oratory, are granted by the trustees of the college. The winner of the contest preliminary to the State Contest is awarded one year's free tuition in the college. The winner in the Commencement Contest is awarded free tuition for one semester, and the winner of the second place free tuition for one-half semester.

3. *The Martin and Mary J. Wheaton Scholarships.* These prizes were established by Martin and Mary J. Wheaton, brother and sister, for many years residents of Toledo. Having no immediate heirs, they left their entire estate to charitable institutions. By the terms of their joint will, Leander Clark College was made a residuary legatee. The executor of the will thereupon turned over to the college a little more than \$4,000. This bequest was to be added to the permanent endowment fund, and became the foundation for two perpetual scholarships to bear the names of the donors. The names of the scholarships and of the beneficiaries are to be printed in each annual catalogue for all time. The faculty of the College of Liberal Arts will nominate the candidates and the Executive Committee will award the scholarships annually.

4. *Jesse H. Gray Scholarship.* This is a scholarship provided by a fund of one thousand dollars, the gift of the class of 1912, as a memorial to their classmate, Jesse H. Gray, who died in his senior year. The class reserves the right to name the beneficiary from year to year so long as it cares to do so.

5. *Nellie C. Robertson Scholarship.* This is a scholarship of one thousand dollars established in 1912 by Mrs. Nellie C. Robertson, of Forreston, Illinois. During her lifetime she will nominate the candidate to receive the benefit of her gift.

6. *Scholarship for Honor High School Graduates.* In harmony with the united action of the Association of the Independent Colleges of Iowa, on the presentation of the following certificate, duly signed by the superintendent of any accredited high school in the State, the holder will be given free tuition for one year:

FIRST HONOR SCHOLARSHIP

This is to Certify, That.....
 having attained the Highest Rank in Scholarship in.....
High School, for the year 19...,
 is entitled to free tuition for one year in the Liberal Arts
 Department in any one of the following colleges of the
 State of Iowa, namely,

Buena Vista College, Storm Lake.

Central College, Pella.

Coe College, Cedar Rapids.

Cornell College, Mt. Vernon.

Des Moines College, Des Moines.

Drake University, Des Moines.

Dubuque College, Dubuque.

Ellsworth College, Iowa Falls.

Grinnell College, Grinnell.

Highland Park College, Des Moines.

Iowa Wesleyan College, Mt. Pleasant.

Leander Clark College, Toledo.

Lenox College, Hopkinton.

Luther College, Decorah.

Morningside College, Sioux City.

Parsons College, Fairfield.

Penn College, Oskaloosa.

Simpson College, Indianola.

Upper Iowa University, Fayette.

Signed.....

Superintendent.

Presentation of this certificate, duly signed, will be accepted by the institution to which it is presented in payment of tuition for one regular college year of thirty-six consecutive weeks.

EXPENSES

BOARD AND ROOMS

Board without room is furnished in families at \$3.50 to \$4.75 per week. Furnished rooms may be obtained at \$1.00 to \$1.75 per week for each occupant. Room and board in families can be had at \$4.50 to \$5.50 per week.

MARY BEATTY HALL

The Mary Beatty Hall furnishes rooms and board at the following rates: Room, two occupants, \$1.00 a week each; electric light, fifty cents a month for each room; board, \$3.50 a week.

TUITION

Tuition in the college is \$50.00 a year, payable in two installments of \$25.00 each, one at the beginning of each semester. Tuition in the Academy is \$40.00 a year, payable in two installments of \$20.00 each, one at the beginning of each semester.

The sons and daughters of ministers in actual service in the Church are admitted on half tuition, but are expected to pay full fees.

Information as to tuition in the College of Music, School of Oratory, and School of Art, will be found under the heads of those departments.

SEMESTER FEES

An athletic fee of \$1.50 a semester is charged to all the students in the College of Liberal Arts, the Academy, and the Business College. This fee admits to gymnasium privileges, and to intercollegiate contests. Other students may avail themselves of these privileges by the payment of the fee.

A forensic fee of fifty cents each semester is charged all students. This admits students to all oratorical and debating contests.

A library fee of forty cents each semester is charged all students.

Laboratory fees are as follows: Chemistry, first year, \$5.00 each semester; second year, \$5.00 each semester. College Physics, \$5.00 each semester. Botany and Zoology, \$2.00 for each course.

APPOINTMENT COMMITTEE

The Appointment Committee is composed of three members of the college faculty. Its purpose is to help the graduates of the institution to find positions as teachers and to aid superintendents of schools and boards of education in securing suitable instructors. The services of the committee are gratuitous. Correspondence is solicited from alumni who are seeking positions, and from school officers in need of teachers. Address all correspondence to Secretary of Appointment Committee, Toledo, Iowa.

INDUSTRIAL OPPORTUNITIES

Young men and young women of limited means, who desire to attend college, and who are willing to work for their board, or a part of it, or who would like other employment to enable them to meet their expenses, should write the president of the college for information as to opportunities for self-help. Many young people who are in earnest to win an education are able to earn enough while going to school to meet a large part, if not all, of their expenses. However, it should be said that students who are under the necessity of earning, during the college year, any considerable part of their expenses, should expect to take a longer time in fulfilling the requirements for a degree than they would otherwise need. The doing of outside work for self-support, while it is to be commended, receives no consideration in maintaining standards of college work and of graduation.

ALUMNI ASSOCIATION

COLLEGE OF LIBERAL ARTS

The Alumni Association is composed of all graduates from the College of Liberal Arts. Its present member-

ship is about four hundred. The purpose of this organization, as stated in the constitution, is "the cultivation and perpetuation of feelings of attachment and unity among its members, and of interest in their alma mater, as well as the transaction of the proper business of the association." The annual business meeting occurs on the day preceding the commencement of each year, and is followed by the anniversary and banquet in the evening. As the years pass, the *alumnæ* and the *alumni* are proving increasingly helpful to the work of the college. The association has six representatives on the board of trustees of the institution.

COLLEGE OF MUSIC

The Alumni Association of the College of Music is composed of all the graduates of this department of the college. Its purpose is to promote and perpetuate friendship among its members and to stimulate interest and efficiency in music as a branch of higher education.

THE DEPARTMENTS

The College of Liberal Arts.

The Academy.

The Department of Domestic Science.

The College of Music.

The School of Oratory.

The Department of Physical Training.

COLLEGE OF LIBERAL ARTS

FACULTY

HENRY WINFIELD WARD, A.M.

Dean

Professor Jennie McIntyre Fletcher Chair of English

JOHN FRANK YOTHERS, A.M.

Professor of Mathematics

WILLIAM LESLIE VERRY, A.B.

Professor of Greek and Latin

ROSS MASTERS, Ph.M.

Professor of Education

M. ELIZABETH APPLETON, A.M.

Professor of Modern Languages

ALONZO R. FINLEY, A.M.

Professor of History and Political Science

WILLIAM C. NOLL, A.M.

Professor of Biology

H. A. GEAUQUE, M.S.

Shambaugh Professor of Chemistry and Physics

NELLIE VIDA CURREY

Professor of Domestic Science

MRS. BLANCHE NOLL, A.M., B.O.

Professor of Public Speaking

THE COLLEGE OF LIBERAL ARTS

TUITION

For each semester, \$25.00.

TERMS OF ADMISSION

All candidates for admission are expected to present testimonials of good moral character; if from another college, certificates of honorable dismissal, signed by the presiding officer, are required.

Graduates of approved high schools and academies are admitted to the Freshman class without examination on presentation of diploma or certificate of work done. Other students are admitted on passing a satisfactory examination in the studies named below, or on completion of our own Academy course. Real equivalents for the studies required may be accepted at the discretion of the faculty.

Blank forms of application for admission may be secured from the President or Registrar. These should be filled out and returned at least ten days before the opening of the college year.

ENTRANCE REQUIREMENTS

Candidates for unconditional entrance to the Freshman class will present thirty acceptable semester credits selected from the subjects given below. For all courses, however, there is a minimum requirement of six semesters of English, five in Mathematics, four in History, and four in foreign language. The remaining eleven credits may be chosen from subjects in the following list. The candidate, however, will find his progress in any course greatly facilitated by presenting among his entrance subjects, in addition to those named above, at least two credits of Science, preferably Physics.

MINIMUM REQUIREMENTS

English, six credits.

Mathematics, five credits.

History, including Civics and Economics, four credits.

Foreign Language, four credits.

POSSIBLE ELECTIVES

English, two credits.

Mathematics, two credits.

Foreign Languages, twelve credits.

History, five credits.

Science, ten credits.

Commercial Subjects, six credits.

Manual Training and Domestic Science, six credits.

Pedagogy, two credits.

1. English (eight credits).

The eight credits in English should include:

1. English Grammar, Word Study, and History of the English Language.

2. Composition and Rhetoric. This requirement presupposes that the student has had constant practice in writing, and is able to compose with facility and correctness. The study of some such text as Gardiner, Kittredge, and Arnold's Composition and Rhetoric, or Scott and Denny's Composition-Rhetoric, should form part of the preparation for this requirement.

3. English Classics. The "uniform entrance requirements" in English will furnish a fair idea of the preparation that should be made in English Classics.

4. English and American Literature. It is recommended that the History of Literature be taken up during the third and fourth years of the high school. Long's English Literature and Abernethy's American Literature will be found serviceable texts in these subjects.

2. Latin (eight credits).

I. AMOUNT AND RANGE OF THE READING REQUIRED.

1. The Latin reading required of candidates for admission to the college, without regard to the prescription of particular authors and works, shall be not less *in amount* than Cæsar, Gallic War, I.-IV.; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil Æneid, I.-IV.

2. The amount of reading specified above shall be selected by the schools from the following authors and

works: Cæsar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and *De Senectute*) and Sallust (Catiline and Jugurthine War); Vergil (*Bucolics*, *Georgics*, *Æneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

II. SUBJECTS AND SCOPE OF THE EXAMINATION.

1. *Translation at Sight.* Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, orations, for the Manilian Law and for Archias, and Vergil, *Æneid* I., II., and either IV. or VI., at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

3. Mathematics (seven credits).

1. Algebra, through quadratics. Three credits.
2. Plane Geometry. Two credits.
3. Solid Geometry. One credit.
4. Advanced Algebra, or Advanced Arithmetic. One credit.

4. History (nine credits).

1. Ancient History. Two credits.
2. Medieval and Modern History. Two credits.
3. History of England. Two credits.
4. United States History (after ancient history). One credit.
5. Civil Government. One credit.
6. Elementary Economics. One credit.

5. Commercial Subjects (maximum, six credits).

1. Business Arithmetic. One credit.
2. Elementary Bookkeeping. Two credits.
3. Business Law. One credit.
4. History of Commerce. One credit.
5. Commercial Geography. One credit.
6. Shorthand and Typewriting. Two credits.

6. Manual Training (maximum, six credits).

1. Shop Work. Six credits.
2. Drawing. Two credits.
3. Domestic Science. Two credits.

7. Greek (four credits).

1. Grammar, Burgess and Bonner, or equivalent. Anabasis, Book I., Smith or equivalent. Two credits.
2. Anabasis, Books II., III., and IV., prose composition. Two credits.

8. German (four credits).

1. Grammar, Bacon or equivalent; Bacon's *Im Vaterland*, Storm's *Immensee*, Hillern's *Hoher als die Kirche*. Two credits.
2. About four hundred pages of miscellaneous prose and one classical drama should be studied. Two credits.

9. Science (eight credits).

1. Physics, Carhart and Chute, or equivalent. Two credits.
2. Chemistry. General Chemistry, recitation and laboratory work throughout the year. Remsen's *Briefer Course*. Two credits.

3. Zoölogy, or Nature Study. One year's study of animal structure, habits, and life history, with laboratory practice as an important part of the course. Two credits.

4. Botany. Bergen's Foundations of Botany, or equivalent. One credit.

THE GROUP SYSTEM

Our work is arranged according to the Group System. While this system is not a very radical departure from that formerly employed, yet some explanation of its characteristic features may be needed.

A Group consists of (a) two Major subjects, each to be pursued at least four hours a week for two years; (b) a number of required Minors, such Minors being either vitally related to the Majors of the given group, or in themselves essential to a well-rounded education; and (c) a number of Free Electives sufficient to make the student's entire credits reach the 126 hours required for graduation. An hour as here used means one recitation a week for one semester, each subject thus calling for as many hours of credit each semester as there are recitation periods a week in that subject.

The aim of the Group System is twofold: First, to encourage the student to correlate his work and pursue it with a definite purpose for a number of years, rather than to make a promiscuous selection; and, second, to suggest a desirable preparation for advanced professional or technical courses.

It will be observed that the Majors of the Groups offered fall naturally under two heads—those that belong to the Department of Letters and those that belong to the Department of Science. The completion of a Group whose Majors come under the designation "General Letters" leads to the degree "Bachelor of Arts"; the completion of a Group whose Majors are Science, leads to the degree "Bachelor of Science."

Requirements for Graduation

All students are required to complete before graduation fourteen hours of English, ten hours of Mathematics,

eight hours of Laboratory Science, eight hours of History or Social Science, and eight hours to be selected from the following: Bible Literature, Bible History, Theism and Evidences, and Religious Education.

When to Choose Group

The successful operation of the group plan necessitates that the student choose the group which he is to pursue not later than the beginning of his Sophomore year.

A table of seven groups is appended. The first two subjects named are the Majors. The figures after each subject indicate the number of hours in that subject required for graduation.

Importance of the Choice of a Group

The choice of the course outlined in the right Group will greatly facilitate one's preparation for his life calling. Students, therefore, looking forward to educational work are advised to select Group I., and all who complete this course may obtain a first-class State Teacher's Certificate without examination. The free electives shall consist largely of those subjects which the student intends to teach. So of all the Groups.

Group II. aims at a general scientific training, and should be chosen by students who desire work leading toward medicine, veterinary science, and kindred professions.

Group III. furnishes a course preparatory to engineering and any other pursuit demanding a thorough training in mathematics and physical science.

Group IV. emphasizes the political and other social sciences and its course gives an invaluable preparation for the legal profession.

Group V. is made up of subjects especially suited to all forms of religious work, and is recommended to those who are called to the Christian ministry, or to other departments of distinct religious activity.

Group VI. relates to household economics, and its course will furnish special training in the wide field of domestic arts.

Group VII. suggests a course without any definite vocational end, simply a general literary education of wide cultural range.

GROUP I.

Teaching

Education and Psychology.....	20
Foreign Language	16
Laboratory Science	16
English	12
Mathematics	10
History and Political Science....	8
Philosophy	6
Economics and Social Science....	8
Religious Education	6
Free Electives	26

GROUP II.

Medical, Etc.

Biology	24
Physical Science	18
Foreign Language	16
English	12
History and Social Science....	12
Mathematics	10
Psychology	6
Public Speaking	4
Religious Education	6
Free Electives	18

GROUP III.

Engineering, Etc.

Physical Science	24
Mathematics	18
Modern Language	16
English	12
History and Political Science....	8
Economics and Social Science....	8
Biology	8
Geology	8
Religious Education	6
Free Electives	18

GROUP IV.

Legal, Etc.

History and Political Science....	24
Economics and Sociology	16
Foreign Language	16
English	12

Mathematics	10
Laboratory Science	8
Philosophy and Psychology.....	10
Public Speaking	8
Religious Education	6
Free Electives	16

GROUP V.

Religious Work

English	18
Philosophy	14
Greek	16
Bible and Religious Education..	12
Mathematics	10
Public Speaking	8
Laboratory Science	8
History and Political Science....	8
Economics and Social Science....	8
Psychology	6
Free Electives	18

GROUP VI.

Domestic Arts

Domestic Science	28
Physical Science	16
Biology	16
English	12
Mathematics	10
Economics and Social Science....	8
Psychology and Education.....	8
Public Speaking	4
Religious Education	6
Free Electives	20

GROUP VII.

General Education

Foreign Language	32
English	12
Mathematics	10
Laboratory Science	8
History	8
Philosophy	6
Social Science	8
Religious Education	6
Free Electives	36

FRESHMAN-SOPHOMORE SCHEDULE

	FIRST SEMESTER	SECOND SEMESTER
7:30		
8:20	Freshman Algebra—5 American History—2 Modern European History—3	Trigonometry—5 American History—2 Modern European History—3
9:10	Latin V—4 German I—5	Latin V—4 German I—5
10:25	Freshman English—3 Psychology—3 Bible—1	Freshman English—3 Psychology—3 Bible—1
11:15	German II—4 Greek I—4	German II—4 Greek I—4
1:10	Elocution—4 Sophomore English—3 Spanish—4	Elocution—4 Sophomore English—3 Spanish—4
2:00	Biology I—4 Chemistry I—4	Biology I—4 Chemistry I—4
2:50	Biology Lab. 2 periods Chemistry Lab. 2 periods	Biology Lab. 2 periods Chemistry Lab. 2 periods

Freshmen and Sophomores will carry a minimum of 15 hours and a maximum of 18 hours chosen from the above schedule.

JUNIOR-SENIOR SCHEDULE

	FIRST SEMESTER	SECOND SEMESTER
8:20	Bacteriology—4 Logic—3 General Philosophy—2 Physics II—2. History of Philosophy—2	Invertebrate Zoölogy—4 Ethics—3 Theism and Evi- dences—2 Physics II—4 History of Philosophy—2
9:10	Biological Laboratory—2 Junior English—4 Physics Lab. Lect.—5 Social Pathology—2	Biological Laboratory—2 Junior English—4 Physics Lab. Lecture—5 Labor Problems—2
10:25	General Botany—4 French I—4 English History—4	General Botany—4 French I—4 Government—3 Rural Sociology—2
11:15	Analytic Geometry—4 History Education—3 Botany Lab.—2 Debate and Dramatics—4	Differential Calculus—4 Educational Supervision and Administration—3 Oratory and Dra- matics—4 Botany Lab.—2
1:10	Chemistry II Lecture—2 Greek II—4	Chem. II Lecture—1 Greek II—4
2:00	German III—3 Child Study—2 Principles of Education—3 Integral Calculus—4 Chemistry Lab.—2	German III—3 Educational Psychol- ogy—2 Methods of Education—3 Chem. Lab.—3
2:50	Latin VI—4 Elocution—5 Chem. Lab.—2	Latin VI—4 Elocution—5 Chem. Lab.—3

COLLEGE OF LIBERAL ARTS

Description of Courses

BIBLE

New Testament

This course consists in studies in the life of Christ and the founding of the Church. It is required of all Freshmen. One hour a week through the First Semester. 10:25 Tuesday.

Old Testament

The historic side of this study will be enlivened by special interpretations of the lives of the Old Testament heroes. This concrete presentation gives the work a maximum value in character forming. Required of all Freshmen. One hour a week through the Second Semester. 10:25 Tuesday.

The Social Program of Christ

In this course a practical interpretation of Christ's teachings makes their application to social problems of today clear, and enlists the coming man in the warfare for social betterment, as well as for a sound personal religious experience. Required of all Sophomores. One hour a week through the First Semester. 10:25 Thursday.

Life Work

Here it is designed to bring the student face to face with his life problems under such circumstances as will favor a safe solution. Required of all Sophomores. One hour through the Second Semester. 10:25 Thursday.

Theism and Evidences

This work is more fully described under the Department of Philosophy. It is required of all students in their Junior or Senior year. Two hours a week through the Second Semester. 8:20 Tuesday and Thursday.

PHILOSOPHY

PROFESSOR MASTERS

History of Philosophy

This course constitutes a whole year's work. The field is well covered—Greek, Roman, Medieval, and Modern Philosophy—each receives thorough treatment. The work is based upon such authors as Webber and Falckenberg. Parallel reading and research supplement the text and lectures at important points. This course will be given in 1917-18, and each alternate year thereafter.

Through the Senior year. 8:20 Tuesday and Thursday.

GENERAL COURSE

This series of studies constitutes a year's work and is intended as a constructive view of the subject based on critical methods. It is foundation work on which to build a personal system of philosophy. Standard texts are employed on the various phases of the subject. These courses will be given in 1916-17 and in each alternate year thereafter. For Seniors.

Problems of Philosophy

In the first half of the semester are considered the basic problems of knowledge. The laws and forms of valid thought, the possibilities and limitations of reason critically expounded, afford a basis of consistent thinking. The second half of the semester is given to the problems of Metaphysics proper. In answering the question, "How shall we think of reality?" many problems are considered, upon the understanding of which depends any comprehensive view of the world.

First Semester. Two hours a week. 8:20 Tuesday and Thursday.

Theism and Evidences

In this course one special aim is held in view. The personal element is made prominent—the development, each for himself, of a positive, practical philosophy of life. Thought is directed in the development and discussion of the generally accepted philosophy of the modern religious

world, the Philosophy of Theism. In the second half of the semester attention is directed to the philosophical and practical grounds of belief in Christianity as a personal life plan.

Second Semester. 8:20 Tuesday and Thursday.

Logic

This course is pursued with a view to the practical application of its principles to reasoning and scientific investigation. Textbook work is supplemented by numerous references, while frequent exercises illustrate the principles and fix them in memory.

First Semester. Junior year. 8:20 Monday, Wednesday, and Friday.

Ethics

This course covers the subject in three phases: First, the historical, the origin and growth of ethical ideas from primitive society; second, the critical, consisting of the discussion of the various ethical theories; and third, the practical, in which the ethical principles thus desired are applied to the social and industrial problems of to-day. Dewey and Tuft's text is made the basis of study.

Second Semester. Junior year. 8:20 Monday, Wednesday, and Friday.

LATIN

PROFESSOR VERRY

V.

1. Livy, Books, XXI., XXII., and Cicero, *De Senectute*, and *De Amicitia*.

The history of the Punic Wars is used as a basis for a fuller history of the early republic. A study of Roman Philosophy, with occasional reference to the Tusculan Disputations. Lease's *Livy*, Kelsey's *Cicero*, *De Senectute*, and *De Amicitia*.

First Semester. Four hours a week.

2. Horace, *Odes*, and *Epodes*.

In connection with the *Odes*, a study is made of the "Golden Age" of Augustus. Especial attention is paid

to the different meters of Horace. Bennett's *Horace*.
Second Semester. Four hours a week.

VI.

1. Tacitus, Agricola, and Germania.

These works of Tacitus are used as a basis for a study of the "Silver Age" of Trajan. Attention is given to the state of civilization of the contemporary Britains and Germans. A careful analysis of the Roman styles of biography is made. Gudeman's *Tacitus*.

First Semester. Four hours a week.

2. Tibullus, Propertius, and Ovid.

A selection of the elegiac poems of these three poets—a study in careful translation—dealing largely with their relations to the patrons of literature in the Augustan age, Mæcenas, Messala, and Pollio.

Second Semester. Four hours a week.

GREEK

PROFESSOR VERRY

1. Xenophon, *Anabasis*, Books II., III., IV.

The grammatical work is emphasized, and especial attention is given to forms, idioms, and syntax. Smith's *Anabasis*.

First Semester. Four hours a week.

2. Homer, *Iliad*, Books, I., II., and Selections, *Odyssey*, Books, I., II.

Emphasis is placed upon the Epic Dialect and Syntax. Mythology. Homeric Hexameter. Sterrett's *Illiad*.

Perrin and Seymour's *Odyssey*.

Second Semester. Four hours a week.

3. Lysias, *Orations*; Plato, *Apology*, and *Crito*.

A study of Grecian Oratory and Philosophy and the History of the period. Prose Composition. Waite's *Lysias*. Kitchell's *Plato*. First Semester four hours a week.

2. Introduction to Greek Drama.

Two plays will be read. Attention given to Greek meters and study of the Greek Theater. White's *Oedipus Tyrannus*. Bate's *Iphigenia in Tauris*.

Second Semester. Four hours a week.

History of Greek and Roman Literature.

A course in English planned to familiarize the student with the great body of Greek and Roman Literature—epic and lyric poetry, drama, oratory, history, and philosophy; tracing the development of these, the one from the other as influenced by the advance in civilization of the Greek and Roman people. Fowler's *Histories of the Ancient Greek and Roman Literatures*.

First Semester. Three hours a week.

Mythology.

A course tracing the origin, growth, and significance of the myths and legends of both ancient and medieval peoples, and the influences these have exerted on art and modern English poetry. Fairbank's *Mythology*. Guerber's *Myths of Northern Lands*.

Second Semester. Three hours a week.

New Testament Greek.

A course for those interested in the original text of the New Testament with some emphasis upon interpretation. Wescott and Hort.

Second Semester alternating with "Homer." Four hours a week.

ENGLISH LANGUAGE AND LITERATURE

PROFESSOR WARD

1-2. Freshman English.

Prose: A Study of the Forms of Literary Prose. Critical analysis of Prose masterpieces with the aim to discover the principles of Composition. Weekly themes. Intensive study of the Paragraph, and Essays in Narration, Description, Exposition and Argumentation.

Poetry: A Study of the Nature and Forms of Poetry. Critical analysis of standard types of Epic, Dramatic, and

Lyric Verse. Written studies designed to develop facility in interpreting the form and subject-matter of poetry.

Throughout the year. Three hours a week. Monday, Wednesday, and Friday, 10:25.

Required of all students.

3. Literary Interpretation.

This course includes:

1. Lectures on the nature of literature and on the spirit and method of literary analysis.

2. Many written and oral analyses by the class of short poems and of prose selections from the best English and American authors.

The aim of the course is to cultivate the faculty of seeing what is the most worthy of attention in a piece of literature.

First Semester. Three hours a week. Monday, Wednesday, and Friday, 1:10.

4. Shakespeare.

Three representative plays will be studied in detail with special reference (1) to interpretation, and (2) to the principles of dramatic art as these are exemplified in the writings of Shakespeare. Outline studies embracing detailed analysis of plot, character, and literary qualities are required. Special topics are assigned for personal investigation. Students are encouraged to gather stores of memory gems.

Second Semester. Three hours a week. Monday, Wednesday, and Friday, 1:10.

5. Bible Literature.

In this course no attention will be paid to doctrinal discussions, but the Bible will be studied purely as literature, with a design of acquainting the students with the wealth of literary form and the profound subject-matter of the Hebrew Scriptures. The standard literary forms, History, Story, Epic, Lyric, Idyl, and Drama, will be traced. Something of the molding influences of Bible thought, imagery, and language upon English Literature will be pointed out. Given in 1916-17, and in alternate years.

First Semester. Four hours a week. Tuesday, Wednesday, Thursday, and Friday, 9:10.

6. American Poets.

A study of representative poems from Bryant, Poe, Emerson, Longfellow, Whittier, Holmes, Lowell, Whitman, and Lanier, with an inquiry into the influences that helped to make American poetry what it is. Extensive study of a particular poet by each member of the class. Given in 1916-17 and in alternate years.

Second Semester. Four hours a week. Tuesday, Wednesday, Thursday, and Friday, 9:10.

7. The Poetry of Tennyson.

Selected poems are studied with a view to tracing the growth of Tennyson's mind and art, and to discovering his attitude toward contemporary life and thought. Daily written analysis of each poem selected for minute study, embracing interpretation of subject-matter and discovery of literary quality, is required. Special topics on the chief characteristics of Tennyson's thought and poetic workmanship will be assigned for individual investigation. Given in 1917-18 and in alternate years.

First Semester. Four hours a week. Tuesday, Wednesday, Thursday, and Friday, 9:10.

8. The Poetry of Browning.

The study of selected poems grouped according to subject-matter is so directed as to reveal the depth and versatility of Browning's genius. Emphasis is laid upon Browning's presentation of the soul's struggles and aspirations, and upon the inner harmony that usually exists between the subject-matter and the form of his poetry. Daily written analyses are required. Given in 1917-18 and in alternate years.

Second Semester. Four hours a week. Tuesday, Wednesday, Thursday, Friday, 9:10.

MODERN LANGUAGES

PROFESSOR APPLETON.

1-2. First German.

Allen and Phillepson's German Grammar is studied, and an easy German reader.

Throughout the year. Five hours a week.

3-4. Second German.

Several classics, such as "Das Peterle von Nurmberg" by Bluthgen, "Immensee" by Storm, and "Wilhelm Tell" by Schiller, are read, with oral exercises based upon the subject-matter.

Throughout the year. Four hours a week.

5-6. Third German.

"Bilder aus der Deutschen Litterature" is studied. This is a general survey of German literature, with numerous selections from the authors studied.

Throughout the year. Three hours a week.

1-2. First French.

Maloubier's and Moore's "First Book in French" is studied.

Throughout the year. Four hours a week.

1-2. First Spanish.

De Vitis' "Spanish Grammar" and an easy Spanish reader are studied.

Throughout the year. Four hours a week.

BIOLOGY

PROFESSOR NOLL.

The Biological Department is well equipped with microscopes, microtomes, ovens, charts, models, microscopic and lantern slides, and other material and apparatus for doing thoroughly modern work. The department library is excellent and the museum is well stocked with representative forms suitable for study and demonstration.

Courses having even numbers will be given the second semester, the odd-numbered ones being given during the

first semester. Thus Biology 1-2 will be a course covering the full school year. Course 5 will be given during the first semester only. The hours given represent the number of credit hours a semester.

1-2. Animal Biology.

This course is general in character and is preliminary to further work in the department. It is a course designed to enable the student to gain an insight into animal activities and involving the study of the living substance, the primary function of the organisms, growth, differentiation, reproduction, variation, heredity, and the relation between the animal and its environment. The work will consist of two lectures and two double laboratory periods a week throughout the year.

Four hours. Lectures Monday and Wednesday, laboratory Tuesday and Thursday, 2:00.

3-4. General Botany.

This course gives a general résumé of the plant kingdom, taking up the problems of physiology, morphology, and ecology. Two lectures and two double laboratory periods a week throughout the year.

Four hours. Lectures Tuesday and Thursday, laboratory Wednesday and Friday, 10:25.

5. Comparative Anatomy.

The work of this course will be very largely confined to the laboratory with lectures from time to time as the work of the course may demand. A number of representative vertebrates will be studied in detail. Prerequisite Biology 1-2. Alternate years. Given in 1918.

Four hours. Tuesday, Wednesday, Thursday, Friday, 8:20.

6. Invertebrate Zoölogy.

A study of representatives of lower invertebrate groups, including the anatomy of the adult, and the life history together with some discussion of the habits and distribution. Special emphasis is placed upon animal parasites. Prerequisite, Biology 1-2. Alternate years. Given in 1917.

Four hours. Tuesday, Wednesday, Thursday, Friday, 8:20.

7. Biological Theory.

The various problems of organic evolution and heredity will be taken up in lectures and special reports. Prerequisite, Biology 1-2. Alternate years. Given in 1918.

Two hours. Lectures Tuesday and Thursday, 8:20.

8. Economic Zoölogy.

A review of the animal kingdom with special emphasis placed upon the economic importance of insects and birds. Prerequisite, Biology 1-2. Two lectures, demonstrations, or field trips per week. Alternate years. Given 1918.

Two hours. Tuesday and Thursday, 8:20.

9. Bacteriology.

This course consists of discussion of the fundamental facts of bacteriology, including a practical study of yeasts and molds, water, milk, soil, and pathogenic bacteria. Alternate years. Given in 1917.

Four hours. Tuesday, Wednesday, Thursday, and Friday, 8:20.

10. Histology and Embryology.

A careful study of animal tissues and the development of the chick will be taken up in this course. The student will prepare his own microscopic material. Prerequisite Biology 1-2, 5 and 6. Alternate years. Given in 1918.

Four hours. Lectures Wednesday and Friday, laboratory Tuesday and Thursday, 8:20.

HOME ECONOMICS

PROFESSOR CURREY.

This branch of practical education stands for:

The ideal home life of to-day unhampered by the traditions of the past.

The utilization of the resources of modern science to improve the home life.

The freedom of the home from the dominance of things and their due subordination to ideals.

The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and society.

—Taken from "Handbook of Housekeeping."

THREE-YEAR COURSE IN HOME ECONOMICS

First Year.—First Semester.

English I., three hours. Chemistry I., four hours. Personal Hygiene, one hour; Tuesday, 9:10. Food Production and Manufacture, one hour; Thursday, 10:25. Textiles, three hours; Thursday, 1:10, and two three-hour laboratory periods. Electives, four hours.

Second Semester.

English I., three hours. Chemistry I., four hours. Home Sanitation, one hour; Tuesday, 9:10. Food Production and Manufacture, one hour; Thursday, 10:25. Textiles, three hours; Thursday, 1:10, and two three-hour laboratory periods. Electives, four hours.

Second Year.—First Semester.

Biology, four hours. Foods and Dietetics I., four hours; Wednesday, Friday, 10:25, and two three-hour laboratory periods. Household Art Design, three hours; Monday, Wednesday, Friday, 10:25. Economics I., four hours. Electives, one hour.

Second Semester.

Biology, four hours. Foods and Dietetics I., four hours; Wednesday, Friday, 10:25, and two three-hour laboratory periods. Applied Chemistry, two hours. Agricultural Economics, two hours. Household Art Design, two hours; Monday, Wednesday, 10:25. Electives, two hours.

Third Year.—First Semester.

History I. or English II., three hours. Foods and Dietetics II., four hours; Monday, Wednesday, 9:10, and two three-hour laboratory periods. Psychology, four hours. Theory and Practice of Teaching Home Economics, two hours; Tuesday, 11:15, and one three-hour laboratory period. Electives, three hours.

Second Semester.

History I. or English II., three hours. Economics of the Household, four hours; Monday, Tuesday, 1:10, and two three-hour laboratory periods. Home Nursing, two hours; Monday, Wednesday, 11:15. Theory and Practice of Teaching Home Economics, two hours; Tuesday, 11:15, and one three-hour laboratory period. Electives, five hours.

Electives.

English II., three or four hours. French I., four hours. German I., five hours. History, three hours. Logic, three hours. Sociology, three hours. Social Pathology, two hours. Commercial Geography, two hours. Physics I., four hours. Chemistry II., three hours. Bacteriology, four hours.

Electives not counted toward a degree: Millinery, two hours. House Decoration, two hours. Advanced Household Art Design, four hours.

Scope of Subjects**Personal Hygiene.**

This is a study of the care of the body, proper clothing, and surroundings. One recitation per week.

Food Production and Manufacture. (Course I.)

This is the study of the production of food and the processes of manufacture. One recitation per week.

Textiles.

This course includes a study of fibers and fabrics and their adulteration, and manufacture. The laboratory work consists of drafting patterns, individual costume design, and the making of garments. One recitation; two three-hour laboratory periods. Laboratory fee for each semester, \$1.50.

Foods and Dietetics. (Course II.)

This course includes the study of foods and their preparations in the scientific and economic phases; also the study of and making of dietaries. Prerequisites, Course I. and Chemistry I. Two recitations; two three-hour laboratory periods. Laboratory fee, \$7.50.

Household Art Design.

This course is a study of color, simplicity, and design in relation to the home and its influence upon the family. Prerequisite, Textiles. Three recitations.

Theory and Practice of Teaching Home Economics.

This course includes the study of the methods and courses of teaching Home Economics, and practice teaching is done. Prerequisites, Courses I. and II. One recitation and one three-hour laboratory period. Laboratory fee, \$3.50.

Economics of the Home.

This course includes the study of accounts, budgets, and home management and care. Prerequisites, Courses I. and II. Two recitations and two three-hour laboratory periods. Laboratory fee, \$2.50.

Home Nursing.

It is the purpose of this course to teach the care of the sick in the home, insuring the patient's comfort and welfare. It also includes invalid cooking. One recitation and one one-hour laboratory period. Laboratory fee, \$1.00.

A course in the study of foods and cooking is offered for those who do not care to take the prescribed course. This course will not be credited toward a college degree, but gives four hours academy credit. Two recitations and two three-hour laboratory periods. Laboratory fee, \$7.50.

PHYSICAL SCIENCE

PROFESSOR GEAUQUE.

The Physical Science laboratories are well located and equipped with apparatus and materials necessary for the work comprehended in the courses offered. Individual work is emphasized. The lecture-laboratory method of instruction is employed in all the work of the department.

Culture is the primary aim of the courses offered, but the foundation is well laid for technical training.

Students contemplating professional pursuits will find these courses adapted to their needs.

All students taking laboratory courses are required to deposit with the treasurer an amount sufficient to cover cost of materials used and apparatus broken or injured beyond ordinary wear. At the end of the course the balance of deposit not used will be returned to the student. The amount of deposit is regulated by the nature of the work pursued. In General Physics a uniform deposit of \$2.00 is required; Chemistry, 1, 2, and 3, \$3.00.

CHEMISTRY

The courses in chemistry are designed to meet the needs of three classes of students: those who wish to gain an elementary knowledge of the subject as a part of a general culture course; those who intend to pursue some technical application of science; and those who intend to take up chemistry as a profession and so desire a broad foundation for advanced work.

No liberal education is complete without a course in chemistry, because the subject-matter is of fundamental importance in every-day life. The application of chemistry to commercial problems has broadened the field, and has also increased the demand for men and women trained in this line of work.

In order to meet this demand, the course has been strengthened and apparatus supplied to meet the new requirements.

Four years of chemistry are now offered, in addition one year of research work leading to baccalaureate thesis is now open to students who show ability for original work along this line. The student who selects chemistry as a major and satisfactorily completes the course outlined below, will be prepared to enter technical schools as a candidate for advanced degrees—to take up remunerative work as a technical analytical chemist, or to engage in teaching chemistry.

1. General Inorganic Chemistry.

Two recitations, one experimental lecture and two laboratory periods a week. A study of the non-metallic elements and the fundamental principles of chemistry. The

laws of chemical combination, the atomic theory, equations and calculations, the theory of ionization and electrolysis, etc., are studied.

First Semester. Five hours credit.

Recitations and Lecture. Monday, Tuesday, and Wednesday, 2:00.

Laboratory. Thursday and Friday, 2:00—3:40.

Prerequisite, High-school Physics.

2. General Inorganic Chemistry.

Two recitations, one experimental lecture, and two laboratory periods a week. A study of the metallic elements and elementary qualitative analysis. The periodic law, molecular weights, thermochemistry, theory of solutions, etc., are studied. A continuation of Course 1.

Second Semester. Five hours credit.

Prerequisite, Chemistry 1.

3. Qualitative Analysis.

Two lectures and six hours laboratory a week. A study of the theory of solutions, ionization, etc., with a laboratory method for the detection of the common cations and ions.

First Semester. Four hours credit.

Lectures. Tuesday and Thursday, 1:10.

Laboratory. Monday and Thursday.

Prerequisite, Chemistry 2.

4. Organic Chemistry.

Two lectures and two laboratory periods a week. A study of the aliphatic and aromatic compounds of carbon.

Second Semester, 1918-19. Four hours credit.

Lectures. Tuesday and Thursday, 1:10.

Laboratory. Monday and Wednesday.

Prerequisite, Chemistry 2.

5. Quantitative Analysis.

Laboratory work in gravimetric and volumetric analysis with one lecture a week. The credit depends upon the number of determinations made.

Either semester or throughout the year according to the individual needs.

Prerequisite, Chemistry 2.

6. Historical Chemistry.

Two lectures a week.

First Semester. Two hours credit.

Prerequisite, Chemistry 5.

PHYSICS.

1. College Physics.

Three recitations and two laboratory periods a week. A general course in Mechanics, Molecular Physics, and Heat, presented mainly from the experimental standpoint.

First Semester, 1918-19. Four hours credit.

Lecture. Monday, Wednesday, and Friday, 9:10.

Laboratory. Tuesday and Thursday, 8:20—9:10.

Prerequisite, High-school Physics.

2. College Physics.

Three recitations and two laboratory periods a week. A general course in Electricity, Sound, and Light. A continuation of Course 1.

Second Semester, 1918-19. Four hours credit.

Lecture. Monday, Wednesday, and Friday, 9:10.

Laboratory. Tuesday and Thursday, 8:20—10:00.

Prerequisite, College Physics 1.

GEOLOGY

1. General Geology.

Three lectures a week with laboratory, map work, and field trips. A study of Physiography and Elementary Mineralogy.

First Semester, 1917-18. Four hours credit.

Lecture. Monday, Wednesday, and Friday, 9:10.

Prerequisite, Chemistry 2.

2. Historical Geology.

Three lectures a week with laboratory and map work. A study of the history of the development of the North American continent and the leading facts concerning the history of life development. Laboratory work in the interpretation of geological maps.

Second Semester, 1917-18. Four hours credit.

Lecture. Monday, Wednesday, and Friday, 9:10.

Prerequisite, Geology 1 and Biology.

MATHEMATICS

PROFESSOR YOTHERS.

1. College Algebra.

The work in Algebra consists of a rapid review of quadratic equations, followed by the study of arithmetic, geometric and harmonic progressions, and binominal theorem, the theory of logarithms with their computation and use, choice and chance, some elementary work in the theory of equations, the solution of equations of higher degree than the second graphs, complex numbers, and determinants.

First Semester. Five hours a week.

2. Trigonometry.

Plane, analytical, and spherical. The ratio method of defining the trigonometric function is used. In connection with this course numerous practical problems relating to surveying, navigation, geodesy, and astronomy, are discussed.

Second Semester. Five hours a week.

3. Analytic Geometry.

The work includes straight lines, circles, loci, and the conic sections, together with a discussion of the general equations of the second degree.

First Semester. Four hours a week.

4. Differential Calculus.

Differentiation, successive differentiation, function of two or more variables, change of variable, indeterminate forms, maxima and minima, development of functions into series, tangents, normals, asymptotes, curvature, evolutes, envelopes, and curve tracing.

Second Semester. Four hours a week.

5. Integral Calculus.

Integration, the inverse of differentiation, fundamental rules, and methods of integration, integration of irration-

al, trigonometric, and exponential functions, successive integration, multiple integrals, application of the principles of calculus to problems of area and volume.

First Semester. Four hours a week.

6. Differential Equations.

Methods of solution of ordinary and partial differential equations. Special attention is given to those equations which are met with in physics and engineering work.

Second Semester. Three hours a week.

7. General Astronomy.

The fundamental concepts and problems of Astronomy. As comprehensive a treatment of the subject as descriptive methods will permit.

Second Semester. Four hours a week.

HISTORY AND POLITICAL SCIENCE

PROFESSOR FINLEY

1. Modern European History.

Three hours weekly. First Semester. This course furnishes a survey of European history from 1500 to 1815. Textbook: Hayes' "A Political and Social History of Modern Europe, Vol. I." Monday, Wednesday, and Friday, 8:20. A year course with Course 2. Required in Freshman or Sophomore year.

2. Modern European History.

Three hours weekly. Second Semester. This course furnishes a survey of modern history from 1815 to the present. The growth of democracy and nationality will be stressed. Textbook: Hayes' "A Political and Social History of Modern Europe, Vol. II." Monday, Wednesday, and Friday, 8:20. A year course with Course 1. Required in Freshman or Sophomore year.

3. American History.

Two hours weekly. First Semester. This is a general course covering the period since 1783. Formal papers will be required. Textbook: Bassett's "A Short History of the United States." or equivalent. Tuesday and Thursday, 8:20. A year course with Course 4.

4. American History.

Two hours weekly. Second Semester. This is a continuation of Course 3. Tuesday and Thursday, 8:20. A year course with Course 3.

5. English History.

Four hours weekly. First Semester. This is a general course covering the whole period of English History. Supplementary work will be done in the industrial and constitutional phase. Textbook: Larson's "History of England," or equivalent. Tuesday, Wednesday, Thursday, and Friday, 10:25.

6. Advanced American History.

Two hours weekly. First Semester. Certain large problems will be chosen in the period 1815 to 1850 and will be studied intensively. Extensive library readings will be required and reports given. Attention will be given to westward development, Jacksonian democracy, and the slavery question. Tuesday and Thursday, 1:10. (Omitted 1917-18.)

7. Advanced American History.

Two hours weekly. Second Semester. The national problems since 1875 will be given attention. Extensive library readings will be required and reports given. The questions of industrial development and of territorial expansion will be treated fully. Tuesday and Thursday, 1:10. (Omitted 1917-18.)

8. Government.

Three hours weekly. Second Semester. This course furnishes an analysis and critique of the American institutions. The functioning of the Federal, State, and local governments will be emphasized. Textbook: Beard's "American Government and Politics." Monday, Wednesday, and Friday, 10:25. Prerequisite, four hours American History.

9. Political Science.

Three hours weekly. First Semester. The nature of the State, and the structure of government will be given

attention. Some attempt will be made to study governments comparatively. Textbook: Gettell's "Introduction to Political Science." Monday, Wednesday, and Friday. (Omitted 1917-18.)

10. Diplomatic History.

Three hours weekly. Second Semester. This course will outline the problems that have developed in the relations of the United States with other countries throughout the whole period. The last two decades will be covered in detail. Textbook: Fish's "American Diplomacy." Monday, Wednesday, and Friday, 1:10. (Omitted 1917-18.)

ECONOMICS AND SOCIAL SCIENCES

PROFESSOR FINLEY

1. Principles of Economics.

Four hours weekly. First Semester. The factors in production, consumption, distribution, value, etc., will be studied in connection with a brief survey of some of the economic problems. Textbook: Seager's "Principles of Economics." Monday, Wednesday, Thursday, and Friday, 9:10. (Omitted 1917-18.)

2. Agricultural Economics.

Two hours weekly. Second Semester. This course will deal with the factors of agricultural production, and management in agriculture. Some attention will be given to rural life problems. Textbook: Carver's "Principles of Rural Economics." Tuesday and Thursday, 9:10. (Omitted 1917-18.)

3. Labor Problems.

Two hours weekly. Second Semester. The factory system, modern organization of labor, trade-union methods, methods of promoting industrial peace, and recent tendencies in the industrial world will receive attention. Textbook: Adams and Sumner's "Labor Problems," or its equivalent. Prerequisite: Principles of economics. Tuesday and Thursday, 9:10.

4. Principles of Sociology.

Three hours weekly. Second Semester. Attention will be given to the principles, factors, forces, and laws of social organization. Social progress, and its physical, psychological, economic, and cultural foundations will be adequately treated. Textbook: Hayes' "Introduction to Sociology," Monday, Wednesday, and Friday, 9:10. (Omitted 1917-18.)

5. Social Pathology.

Two hours weekly. First Semester. The social problems created by the dependent, defective, and delinquent classes will be set forth. This will be an historical treatment as well as a discussion of modern methods. Textbook: Smith's "Social Pathology." Prerequisite: Principles of Sociology. Tuesday and Thursday, 9:10.

6. Rural Sociology.

Two hours weekly. Second Semester. Rural life in general will be treated. Considerable stress will be given to both the rural church and the rural school. A rural survey is contemplated. Textbook: Gillette's "Constructive Rural Sociology," or its equivalent. Tuesday and Thursday, 10:25.

PSYCHOLOGY AND EDUCATION

PROFESSOR MASTERS

PSYCHOLOGY**1. General Psychology.**

This course covers in a comprehensive way the whole field of psychic life, and is intended as a foundation course for all work in Philosophy, Education, and Social Sciences which require such preparation. Such texts as Angell, James, and Titchener are used as a basis for study, with supplementary lectures, reading, demonstrations, and experiments.

Throughout the Sophomore year. Three hours a week. Monday, Wednesday, and Friday, 10:25.

2. Genetic Psychology.

Brief attention is given to the origin of consciousness and conscious processes in animal forms. Careful study

is given to the development of the mind in the child and the race. The investigations are directed toward the solution of the problems of the home and the school. Standard texts and independent reading and investigation are employed as a means to that end.

First Semester, Junior year. Two hours a week. Tuesday and Thursday, 2:00.

3. Educational Psychology.

The principles of psychology are here applied directly to the problems of education. The learning processes and the psychology of habit receive special attention. Mental measurements and the application of standards in school work are illustrated by demonstrations and experiments. Thorndike's "Educational Psychology," and other related texts are used.

Second Semester, Junior year. Two hours a week. Tuesday and Thursday, 2:00.

EDUCATION

1. History of Education.

This course traces educational ideals and methods from the earliest times to the present. The relation of educational interests to general historic movements is made clear. The student is made acquainted with many authorities, including original sources. Monroe's "Textbook in the History of Education," or equivalent works, is used.

First Semester, Senior year. Monday, Wednesday, and Friday, 11:15.

2. Principles of Education.

Here are emphasized the foundation principles of education. The Biological, Psychological, and Sociological contributions are considered in relation to the new interpretation of education. In this way a Philosophy of Education is worked out while the science is set forth as a basis for the Art of Teaching.

First Semester, Junior year. Monday, Wednesday, and Friday, 2:00.

3. Methods.

General method is formulated and the application is made to special subjects in the working out of type lessons. Visiting for observation and discussion of observed methods is employed. Lectures upon methods of teaching particular subjects are given by members of the faculty and other specialists.

Second Semester, Junior year. Monday, Wednesday, and Friday, 2:00.

4. Supervision and Administration.

This course views school management from the standpoint of the superintendent, principal, teacher, and patrons of the schools. It includes discussions of our system of public schools in its various phases, and seeks to fit for leadership in the teaching profession as well as for lay leadership in the interest of a more efficient administration of our educational institutions.

Second Semester, Senior year. Monday, Wednesday, and Friday, 11:15.

5. Educational Problems.

This course affords an opportunity for first-hand study of some of the many educational problems of to-day, among them, the Rural Schools, Vocational Education, Secondary Education, Religious Education, and others of equal importance. When desired by classes of five or more, one such problem is chosen for each year, according to the trend of interest, or requirements of the situation. The courses are thorough, being based upon standard texts upon the subjects supplemented by other means to make the work real and inspiring.

Either Semester, Senior year. Three hours a week. Tuesday and Thursday, 11:15.

NOTE

Those wishing to secure State certificates must take six semester hour credits in General Psychology, and fourteen semester hour credits in other lines of education.

COLLEGE PRIZES

1. Armstrong Cup—Vincent K. Holcomb.
2. Trustees' Scholarship—Floyd L. Roberts.
3. Martin and Mary J. Wheaton Scholarship—Lueda Carlton, Vincent Holcomb.
4. Nellie C. Robertson Scholarship—Roy K. Detweiler.
5. Jesse H. Gray Scholarship—Estella M. Harrison.
6. Historical Medal—Ora H. Prather.

THE ACADEMY

FACULTY

WILLIAM C. NOLL, A.M.
Principal

HENRY WINFIELD WARD, A.M.
English

M. ELIZABETH APPLETON, A.M.
German

JOHN FRANK YOTHERS, A.M.
Mathematics

WILLIAM LESLIE VERRY, A.B.
Latin and Greek

ROSS MASTERS, Ph.M.
Education

ALONZO R. FINLEY, AM.
History

H. A. GEAUQUE, M.S.
Physical Science

MRS. BLANCHE NOLL, A.M.
History and Elocution

THE ACADEMY

TUITION

For each Semester, \$20.00.

GENERAL STATEMENT

The Academy Course is for persons who wish to prepare to enter college, and, as well, for those who wish to secure a good educational foundation for life's work, and who do not wish to carry their school work farther than a good secondary school education. The course is four years in length, and fits for entrance to the best standard colleges.

ENTRANCE REQUIREMENTS

Applicants for admission to the Academy Course should present certificates of work previously done. Credits from schools of satisfactory standing are accepted at full value. The course presumes a thorough knowledge of all the common branches. Those who have a good understanding of branches taught through the eighth grade of our best public, city, and county schools are entered as first-year Academy students.

GRADUATION

Students who have completed thirty credits in the Academy will be granted a diploma admitting to unconditional standing in the Freshman Class of the college.

Students completing a minimum of twenty-eight credits will be graduated from the Academy and be granted conditional entrance to the Freshman Class of the college. Fee for Academy Diploma, \$2.50.

DEBATE

The Academy is a member of the local Forensic League. Under the direction of the League, one or more Inter-academy debates are held each year. Preliminary debates to select the team that shall represent the Academy

in the final contest offer abundant opportunity for the development of this form of public speech.

THE ACADEMY COURSE

This is a secondary school course surrounded by all the influences of college life. The instruction is given by the professors of the college, a plan that affords the students opportunity to come into personal touch with teachers of broad culture and mature experience. The following table will show at a glance the exact requirements for completion of the course.

COURSE OF STUDY

	FIRST' SEMESTER	SECOND SEMESTER
First Year	Latin Lessons Eng. Composition, 3 hrs. Eng. Classics, 2 hrs. Ancient History	Latin Lessons Eng. Composition, 3 hrs. Eng. Classics, 2 hrs. Ancient History
Second Year	Caesar Algebra I. Rhetoric and English Classics Medieval and Modern History	Caesar and Prose Composition Algebra I. Rhetoric and English Classics Medieval and Modern History
Third Year	Cicero Greek or German Geometry Biology or Physiography Agriculture American Literature: Themes	Cicero Greek or German Geometry Biology or Physiography Elementary Botany American Literature: Themes
Fourth Year	Vergil Solid Geometry Physics Greek or German American History English Literature: Themes	Vergil Advanced Arithmetic Physics Greek or German Civics English Literature: Themes

ACADEMY SCHEDULE

	FIRST SEMESTER	SECOND SEMESTER
7:30	Geometry Latin II	Geometry Latin II
8:20	English I English II Physics	English I English II Physics
9:10	Algebra I Physics Latin IV	Algebra I Physics Latin IV
10:25	Latin I	Latin I
11:15	Ancient History Agriculture	Ancient History Elementary Botany
1:10	American History	Civics Botany Laboratory
2:00	Latin III	Latin III
2:50	English or American Lit- erature	English or American Lit- erature

DESCRIPTION OF ACADEMY COURSE OF INSTRUCTION

ENGLISH

1. English Language.

This course is intended as preliminary to the study of Composition and Literature. It embraces grammar, history of the language, etymology, word analysis, orthography, diacritical marking, and synonyms.

Throughout the year. Five hours a week.

2. Composition and Rhetoric.

The primary aim of the work is to aid the student in acquiring facility and clearness in writing. Principles are studied as an aid to effective expression. Correct syntax, good usage, diction, sentence-building, paragraphing, rhetorical principles, and whole compositions are considered in order and copiously illustrated in practice. Daily written exercises are expected from each student.

Throughout the second and third years. Three hours a week.

3. English Classics.

The selections for study are taken from the "Requirements for Admission" in English. The classics chosen for careful study are analyzed in detail both as to subject-matter and as to literary qualities. Frequent themes based on the portions studied are required.

Throughout the second and third years. Two hours a week.

4. Literature, Themes.

1. American Literature. The course includes (1) the History of American Literature, especially of the growth of a national literature and its relation to the national life, and of the environment that surrounded individual American writers and helped to give direction to their

work; and (2) the study of representative writings from American authors. A limited number of representative works will be chosen for detailed study, and on these the students will make full written reports; a much larger list will be assigned for reading and more general reports.

Throughout the year. Four hours a week. Themes. One hour a week.

2. English Literature. Themes. The course in English Literature will have the same ends in view as indicated under American Literature. Entire selections from leading English authors will be chosen for study and reports. The debt of American writers to the older literature will be pointed out.

Throughout the year. Four hours a week. Themes. One hour a week.

HISTORY AND CIVICS

1. Ancient History.

It is intended that this course shall be taken up by the first year students. Both the Greek and the Roman period will be covered. Textbook: Webster's "Ancient History." This will be supplemented by McKinley's "Illustrated Topics for Ancient History." Five hours weekly, throughout the year.

2. Medieval and Modern History.

The Medieval period will be covered during the first semester and the modern period during the second semester. Textbook: Harding's "New Medieval and Modern History." Map drawing will supplement the text, and search topics will be handled. Given in 1916-17 and each alternate year. Five hours weekly throughout the year.

3. American History.

This course is intended for the Senior Academy student. The entire period of American history is covered. Textbook: Muzzey's "An American History." This will be supplemented by McKinley's "Illustrated Topics for American History." Given in 1917-18 and each alternate year. Five hours weekly, First Semester.

Civics.

This course treats of the formation of government, and outlines the functions of Federal, State, and local government. The student is made familiar with those phases of government with which he comes in contact. Textbook: Guitteau's "Government and Politics in the United States." Given in 1917-18 and each alternate year. Five hours weekly, Second Semester.

GERMAN

Bacon's Grammar is used throughout the year with written exercises and oral drills. In the second semester, the easy prose of Im Vaterland, Bacon, is introduced. Throughout the year. Five hours a week.

LATIN**1. Beginning Latin.**

A careful study is given to the elements of the language. A good working vocabulary is secured and constant comparison made of the different methods of expressing ideas in Latin and English. Attention is also given to the "Direct Method of Teaching Latin." Hale's "First Latin Book," Richie's "Fabulæ Faciles," Gallup's "Latin Reader."

Throughout the year. Five hours a week.

2. Caesar, Gallic War, Civil War.

Selections of the more important sections of the seven books are read, with especial emphasis on sight translation and construction of the different moods and cases. Some time will be spent in sight translation of portions of the Civil War, and other supplementary Latin. Composition based upon the text will be required one hour a week. Gunnison and Harley's Cæsar, Nutting's Latin Reader.

Throughout the year. Five hours a week.

3. Cicero, Orations, and Letters.

Eight or more of the Orations are studied as models of Roman Oratory and as illustrating the public and private life of the Roman people. Selections from the letters are

also read and constant reference made to Johnston's "Private Life of the Romans." In connection there will be sight translation of portions of Sallust. Composition based upon the text will be required one hour a week. Gunnison and Harley's "Cicero."

Throughout the year. Five hours a week.

4. Vergil, Aeneid.

Books I.-VI. of the Aeneid are read, with careful attention to the mythology and purpose of the poem. Selections will be read from Ovid's "Metamorphoses." Prosody. In connection a comprehensive study of Mythology will be made one hour a week. Greenough and Kittredge's "Vergil," Fairbank's "Mythology of Greece and Rome."

Throughout the year. Five hours a week.

GREEK

Beginning Greek.

The first semester is devoted to word-formation and syntax, with exercises in composition and the reading of adapted passages from the Anabasis of Xenophon. During the second semester the first book of Anabasis is read, with prose composition one hour per week. Burgess and Bonner's "First Greek Book." Smith's "Anabasis."

Throughout the year. Five hours a week.

MATHEMATICS

Algebra.

Beginning Algebra: Text, Slaught and Lennes' "High School Algebra."

One year. Five hours a week.

Geometry.

Plane Geometry.

One year. Five hours a week.

Solid Geometry.

First Semester. Five hours a week.

Throughout the course in Geometry, particular attention is given to the demonstration of original propositions and to the practical application of the principles of Geometry.

Algebra, or Advanced Arithmetic.

This course is adapted to the needs of those who have had the courses in Beginning Algebra and Geometry.

Second Semester. Five hours a week.

BIOLOGY**1. Agriculture.**

First Semester. A general introductory course which places special emphasis upon plant life and its requirements, relations of plants to the soil, farm animals, and farm management. Our situation in one of the best farming communities of the State and our well-equipped laboratory enable us to give creditably the training in agriculture now required by the State of its common school teachers. Three recitations and two double laboratory periods per week following Water's "Essentials of Agriculture."

2. Botany.

Second Semester. A detailed study of the higher plants, with their structures and functions, and a glimpse at some of the lower forms. In the spring the class takes frequent field trips in order to become familiar with the plant life of the region. Three lectures and two double laboratory periods per week, following Bergen and Caldwell's "Introduction to Botany."

PHYSICAL SCIENCE**Physics.**

An elementary course covering the subjects of Mechanics, Heat, Magnetism, Electricity, Sound, and Light; presented mainly from the experimental standpoint. Fifty laboratory experiments and numerous practical problems are required of each student. A working knowledge of Elementary Algebra, including Quadratics, is required.

Three recitations and two laboratory periods each week throughout the year.

A laboratory fee of \$1.50 is charged each semester.

Recitations. Monday, Wednesday, and Friday, 8:20.

Laboratory. Tuesday and Thursday, 8:20—10:00.

Elementary Chemistry.

An elementary study of chemistry in which many practical applications of the subject are discussed, along with a development of the fundamental principles of chemical science.

Recitations, three hours a week. Laboratory, two hours. Throughout the year.

THE COLLEGE OF MUSIC

HENRY W. WARD, A.M.
Dean and Acting President

WILLIAM LYON THICKSTUN, A.B.
Director and Professor of Piano and Organ

MAUDE E. BROWNING
Singing

B. O. WILSON
Violin, Orchestra, and Band

MAUDE BRUSH
Assistant in Piano

MRS. BLANCHE NOLL, A.M., B.O.
Dramatic Art

HENRY W. WARD, A.M.
English

M. ELIZABETH APPLETON, A.M.
Modern Languages

ALONZO R. FINLEY, A.M.
History

THE COLLEGE OF MUSIC

GENERAL STATEMENTS

The College of Music has been for the past two years located in the I. M. B. A. building, in the business section. It is well equipped with pianos, and the rooms are well adapted for recitals by students. Across the street is the United Brethren Church, which is available for the larger musical activities. The two-manual organ is used by the College of Music, and the music of the church is under the direction of the director of the college.

The students have the opportunity of taking both literary and musical work at the same time, and there is a spirit of co-operation between the two departments of the institution. Credit is given toward the degrees of bachelor of arts and bachelor of science for study of piano when accompanied by theoretical work.

CURRICULUM

The curriculum includes Pianoforte, Organ, Violin, Singing, Harmony, History, and Chorus.

PIANOFORTE

The object of piano study is not only to interpret music, but to understand its construction and to appreciate its beauty. A thorough foundation of technical study is essential to the attainment of either of these objects, and a certain amount of theoretical study is indispensable.

Students coming to the college from other teachers are not required to "begin over." It is often found, however, that an insufficient technical foundation has been laid, and this deficiency must be corrected by gymnastic exercises supplementary to pianistic work.

COURSE OF STUDY

The following outline shows the work each candidate for graduation is expected to cover, although in some cases it will be found that studies not in the course will be advantageous to the student, and therefore will be prescribed:

Preparatory Course

I.

Graded studies, Book I. Gurlitt, Op. 82. Duvernoy, Op. 176. Schmitt, *Technics*.

II.

Graded Studies, Book II. Lemoine, Op. 37. Czerny, Op. 139. Gurlitt, Op. 141. Bertini, *Selected Studies*. Schmitt, *Technics*.

Conservatory Course

I.

Hanon, *Virtuoso Pianist*. Heller, Op. 125. Bertini, *Clementi, Sonatinas*.

II.

Pischna. Czerny, *Selected Studies*. Heller, 47, 45, 46. MacDowell, Op. 39. Kuhlau, Haydn, Mozart, *Sonatinas*.

III.

Technics. Cramer-Bulow. Bach *Inventions*. Mozart and Beethoven, *Sonatas*. Joseph Low, *Octave Studies*.

IV.

Clementi-Tausig. Kullak, *Octave Studies*. *Sonatas*, Beethoven, Chopin, easier studies. Bach, *Preludes and Fugues*.

The above course is supplemented by the study of compositions of classic and modern date.

ORGAN

The study of the church organ is one of the most fascinating in the curriculum, and one of the most profitable to one whose piano technic is sufficiently developed to insure progress. A thorough foundation of manual and pedal technic being attained, the student is given Buck's *Studies in Pedal Phrasing*, Bach's *Short Preludes and Fugues*, Mendelssohn's *Sonatas*, and the compositions of standard writers of this and other countries. The aim is to prepare the student for church positions, and sufficient time is spent to insure the service being performed in a dignified and competent manner.

THEORY

Harmony is the grammar of music and is essential to intelligent musicianship. Without knowledge of it the student will be handicapped in reading and memorizing, and will lack that breadth of understanding which sees music as an art and a means of culture, rather than a vehicle for personal display. Tapper and Emery are the text books used and the course is two years in length.

College credit, three hours each year.

HISTORY OF MUSIC

The course includes a general review of the history of music from its earliest beginnings, and a more detailed study from the time of Hucbald and Guido till the present time. Dates are of less consequence than the stages of evolution which they mark, and biographical details than great popular movements. Hamilton's "Outlines of Musical History" is the text book, and the course is one year.

College credit, four hours.

CHORUS

A large chorus is organized among the people of the town and college community, and weekly rehearsals are conducted by the Director of Music. Acquaintance with the standard cantatas and oratorios is thus obtained, and concerts are given from time to time.

REQUIREMENTS FOR GRADUATION

Students must have mastered to the satisfaction of their teacher and the director their subject as outlined, made passing grades in all theoretical and historical work, be of Freshman rank in the college, and give a creditable public recital during the senior year.

STUDENT ACTIVITIES

Glee clubs organized among the students have played an important part in the college life, not only in their public performances but in the friendships formed through working for common interests. Music also occupies a large place in the work of the literary societies.

LIBRARY AND READING ROOM

The shelves of the library contain a number of volumes which are of particular interest to students of music. The Etude, in the field of pedagogy, and Musical America, a news weekly, offer an opportunity to keep abreast of the times, and students are encouraged to make use of this material.

THE ART OF SINGING

The art of singing intelligently, using a positive technic, need not be confined to the few. A definite understanding of the following subjects comprises the art of singing: How to stand, correct breathing, singer's position, automatic freedom; straight, firm tone, ease of production, clear enunciation, full depth and power, broad range, and platform appearance. Weak voices are given power, range and clarity of tone. Advanced students are equipped to do successfully church and concert work. The vocal student is advised to study sight-singing and harmony in connection with his or her vocal training. The following outline gives a general conception of the course:

Course I. Breath, tone production, simple songs by American composers.

Course II. Advanced tone production, more difficult songs, easier operatic arias.

Course III. Perfecting of vocal technics, concert songs, operatic arias, oratorio.

VIOLIN COURSES

Course A. Beginners' Course.

The first seven books of Sevcik constitute the Beginners' Course, by beginning with Part I., known as the "Semitine System" which guarantees correct position of the body and the bow arm; Part II., major scales and chromatic shiftings which gives independence to all fingers of left hand; Part III., major and minor scales, chromatic shiftings, and easy melodies; Part IV., stopping with two fingers, and scales in all major and minor, and in the entire compass of first position including easy duet work which assists very materially in aiding the pupil to play in better tune; Part V., finger exercises and

development of the percussion of the fingers (stopping), studies preparatory to the shake; Part VI., studies preparatory to the various positions: second position, third position, and fourth position; Part VII., combining the various positions, and fifth position, (supplement to Part II.-VII), exercises in bowing, from Op. 2, Part I., by the same author. During the Beginners' Course, Keyers' Thirty-six Studies, Maza Duets, Pleyels Duets, Dancas School of Mechanism, and solos by well known composers in line with studies being used from first to sixth position, are added.

Course B. For Slightly Advanced Pupils.

Preparatory Method of Violin Method of Violin Technic. Sevcik Op. 7 studies. Preparatory to the shake and the development in stopping. Part I., exercises in first position; Part II., exercises in second, third, fourth, and sixth positions. Op. 8 change of positions and scale exercises preparatory thereto in thirds, sixths, octaves, and tenths. Op. 9, preparatory studies in double stopping in thirds, octaves, and tenths, (supplement to Course B), bowing exercises Op. 2, Part II. and III., by the same author, solos by Weinawski, Bohm, Beethoven, Mozart, Kreisler, and many other well known composers including some of the shortest concertos, and duets, and string quartet work; Kreutzer's 42 Etudes, Dont's Progressive Studies.

Course C. For More Advanced Pupils.

Sevcik. Op. I., exercises in first position; Part II., exercises in the second, third, fourth, sixth, and seventh positions; Part III., exercises in changes of positions; Part IV., exercises in double stopping, triple stopping, and quadruple stopping (three and four-part chords) pizzicato, flageolet-tone harmonics, etc., (supplement to Course C), bowing exercises by same author Op. 2, Parts IV., V., and VI. Fiorille Etudes, Rode 24 Caprices, Gavannes 24 Studies, Revellis 12 Studies, Paganini's 24 Caprices, solo work on concertos by Beethoven, Mozart, Viott, Weinawski, Bach, Mendelssohn, and others. All pupils when competent have the privilege of doing orches-

tra work, under director. Quartet, duet, and solo work are insisted upon during the entire course.

The Beginners' Course we offer at this school is all that could be acquired at the leading school of any city, and talent is given the best of attention in this department. The instructor, a graduate of one of the leading schools of violin playing in this country, is enabled to turn out violin students that are competent to hold the best positions. Some of our pupils are now holding the best theater positions as orchestral musicians, and we boast of the fact that during the years of 1915 and 1916 we had more pupils doing concert work on the Chautauqua platform in Iowa than any other Iowa teacher had, and in no case had any one of the pupils studied with us over four years. Patience and thoroughness is the secret of our success.

BAND AND ORCHESTRA DEPARTMENT

Accuracy and good tone production receive the best of attention in this department. When students are competent to do the work they are eligible to membership. A beginners' band, a concert band, and an orchestra are maintained throughout the school year. This gives the earnest student all the advantages that any large city could offer. All students are urged to become members of one of these splendid organizations when competent to do the work.

REGULATIONS

Students may enter at any time.

Tuition payable in advance to the College Registrar.

No deduction made for missed lessons. Lessons will be made up coming on holidays observed by the college.

Students are under the college rules and enjoy the college advantages.

College credit is given toward the degrees of A.B. and B.S. for all theoretical work done in the school.

Harmony6 credits

Musical History4 credits

Examinations are held in the theoretical subjects each semester.

Every student is expected to take two lessons a week. It is to their distinct advantage to do so. One lesson is granted in special cases.

Music is purchased at the school.

TUITION

A school year is comprised of two semesters.

One semester is eighteen weeks.

All private lessons are thirty minutes each.

	Semester
Piano, Organ, Voice—	
Two lessons a week.....	\$35.00
One lesson a week.....	20.00
Assistant Piano—	
Two lessons a week.....	15.50
One lesson a week.....	9.00
Violin—	
Two lessons a week.....	27.00
One lesson a week.....	13.50
Dramatic Art—	
Two lessons a week.....	32.50
One lesson a week.....	18.00
Dramatic Art for Children Under Fourteen—	
Two lessons a week.....	21.50
One lesson a week.....	12.50
Special training on oration, per lesson.....	1.25
Harmony, in class	9.00
Harmony, privately, one lesson a week.....	13.50
Musical History, in class.....	9.00
Violin Ensemble Class.....	5.00
Piano Practice—	
One hour daily.....	4.50
Two hours daily.....	6.00
Three hours daily.....	7.50
Four hours daily	8.50
Organ Practice—	
One hour daily.....	5.00
Diplomas—	
Graduation in Music.....	5.00
Graduation in Dramatic Art.....	2.50

For further information address the Director,

W. L. THICKSTUN,
Toledo, Iowa.

SCHOOL OF ORATORY

FACULTY

MRS. BLANCHE NOLL, A.M., B.O.

Principal

Elocution, Oratory, and Public Speaking

HENRY W. WARD, A.M.

English Literature

THE SCHOOL OF ORATORY

There is one thing that every one has the power to do and that the power of speech—but all do not speak correctly. English in its formal study aims to correct the form of speech, and the study of Elocution or Public Speaking is intended to aid in the correct production of speech, the intonations and the inflections that make the student able to give to others the thought of the printed or written page, and to give the feeling that was originally intended by the author. The man or woman in this day of the efficient worker must have a voice to command the attention of those whom he meets and to whom he must look for advancement. For these reasons this department exists.

The aim of this department is four-fold: (a) To give training for those who plan to do extensive work as readers or lecturers and who wish to get the fundamental principles that underlie all platform work. (b) To give training to those desirous of entering collegiate oratorical or debating contests, or of augmenting the ability as a teacher of literature in high schools by adding a course in expressional power. (c) To aid those who are entering business or professional life and who know that their success will be increased by an ability to appear at ease in the constant call that is made for public appearance and the ability to “think upon the feet.” (d) To give those who desire a cultural course an added grace and accomplishment.

COURSES OF STUDY

1. Principles of Elocution.

This constitutes the first year's work required for graduation in this department. It is open to all students in academy or college classes. The course embraces the following subjects:

(a) Mechanics of intelligent reading—force, tone, rate, melody, etc.

(b) Study and development of the vocal organs and muscles, voice production and placement, resonance, quality, tone-color, etc.

(c) Gesture—The simplest presentation of the bodily accompaniment of vocal expression.

(d) Extemporaneous speaking—a weekly drill in appearing before the class and giving out thought in a clear, forceful manner.

(e) Analytical study of English and American prose and poetry best adapted to oral expression.

(f) Memory work—intensive on a few selections to give the student a beginning of repertoire.

Five hours through the first semester.

2. Principles of Elocution.

A continuation of the preceding course, and governed by same requirements.

Five hours through second semester.

3. Debate and Dramatics.

This constitutes the second year of required work. It is open to all students having completed the first year's work and to all having attained college rank. The course embraces:

(a) The rhetoric of the debate.

(b) The actual framing and delivery of debates and various forms of argumentation.

(c) The study of the drama, historically and dramatically.

(d) Intensive study and presentation of one or more plays to give the pupil the ability to choose and coach plays.

Four hours recitation and credit, through first semester.

4. Oratory and Dramatics.

This is a continuation of Course 3, and adds to it these subjects:

(a) The rhetoric of the oration, its delivery and occasion.

(b) The preparation and delivery of at least one oration.

(c) A study of representative orators and orations.

Four hours recitation and credit, through second semester.

5. Interpretative Seminar.

This course is open to any student and is the search for the best in story, novel, poem, and drama, that lends itself to oral interpretation. Each student will give reports upon research reading, giving abstracts of characters, plot, incidents and purpose of the literature studied. This is an especial help to those who expect to read often or to teach oral English as it will give much practice in cutting for oral presentation.

One hour through the first semester.

6. Interpretative Seminar.

A continuation of Course 5. One hour through the second semester.

7. Story-Telling.

Any student may enter this course and it will be found most valuable for those who plan to teach lower grades in public or Sabbath school, and will widen the vision of any student. It includes:

- (a) The purpose and methods of story-telling.
- (b) The literature of childhood through types.
- (c) The dramatization of children's stories and its relation to pageantry, with practical suggestions along the lines of preparing and giving of pageants.

One hour through the first semester.

STORY TELLING

A continuation of Course 7. One hour through second semester.

RECITALS

Public and private recitals will be given often enough to give students ease and assurance before the public.

GRADUATION

Any pupil desiring to graduate from this department must have at least eighteen academy credits and a year of English, in addition to the courses offered in this de-

partment, 144 private lessons, and at least one year of physical training as offered.

TUITION

All class work in Oratory and Expression is covered by college tuition.

Private Instruction—

Two lessons a week for a semester.....	\$32.50
One lesson a week for semester.....	18.00
Special training on orations, etc., per lesson..	1.25
Children under fourteen (one-half hour lessons):	
Two lessons a week for semester.....	\$21.50
One lesson a week for semester.....	12.50

DEPARTMENT OF PHYSICAL TRAINING

HARRY A. GEAUQUE

Director

JOSEPH L. CARBERRY

Coach

MRS. BLANCHE NOLL

Physical Culture for Women

DEPARTMENT OF PHYSICAL TRAINING

GENERAL STATEMENT

The Department of Physical Training is now approaching a complete system under the guidance of the Faculty Committee on Athletics and Physical Training. It is aimed to give all students some form of systematic exercise under competent direction. The department seeks to promote physical well-being among the students as a whole and thereby to increase their mental efficiency. A Physical Director who, by virtue of his position, becomes a member of the faculty, gives personal supervision to all activities of the department. As need arises competent assistants are appointed to assist in instruction.

COURSES FOR MEN

Gymnasium classes are planned to give the men systematic development throughout the year. So far as possible, exercise will be prescribed to suit individual needs. Students who take regular exercise at some physical labor or who elect systematic training in some department of athletics, may be excused from gymnasium classes.

Football occupies the first ten weeks of the first semester. The work is under the direction of a competent teaching and training force, and a suitable schedule is provided.

Basket ball is the chief winter sport. The gymnasium affords a splendid floor for this, and coaching and training facilities are supplied in this as in other sports.

Baseball is played in the spring. Class games are employed to stimulate interest and develop material, and a suitable schedule of intercollegiate contests is provided.

Track shares with baseball the activity of the spring. Though not always planned for, when there is sufficient demand for it, it furnishes a most fascinating and profitable recreation.

Tennis courts are provided for this sport. Intercollegiate contests will be provided as the interest and material warrant them.

COURSES FOR WOMEN

Gymnasium classes are conducted throughout the year, consisting of wand, dumb-bell, and Indian club drill, and marching exercises. All young women not taking other systematic exercises are required to join these classes, except for reasons approved by the president and director.

Basket ball is played by the young ladies during the first semester. No intercollegiate contests are provided, as past experience has proved to the faculty the wisdom of this position.

Tennis affords opportunity for athletic activity during the fall and spring. Two excellent courts for women are furnished and kept in order.

DEGREES CONFERRED IN 1916

DOCTOR OF DIVINITY

The Reverend V. W. Overton, Bloomington, Illinois

BACHELOR OF ARTS

Gertrude Alberta Breaw, Toledo, Iowa

Marie Agnes Coyle, Tama, Iowa

Aure Brian Crites, Toledo, Iowa

Carl C. Emerson, Toledo, Iowa

Paul B. Ingersoll, Toledo, Iowa

Floyd Edward Marken, Tama, Iowa

Laurence R. Mathers, Fostoria, Ohio

Robert Floyd Robson, Toledo, Iowa

Ruth Alice Steele, Riverside, Iowa

Nilva Allene Smith, Richland Center, Wisconsin

Max Field Ward, Toledo, Iowa

BACHELOR OF SCIENCE

Lloyd M. Hanna, Conrad, Iowa

Charles R. Kremenak, Toledo, Iowa

STUDENTS

Seniors

Luelda Fern Carlton	Toledo
Joy Dexter	Toledo
Insco A. Friday	Richland Center, Wisconsin
Robert E. Guthrie	Woodward
Merle Crawford Green	Toledo
Pauline Tempa Harold	Toledo
Earl Lyon	Toledo
Eula Eloise Lichty	Toledo
Mamie Marken	Toledo
Marian Reta Speake	Toledo
John Dale Thomas	Toledo

Juniors

Marie Houdyshell	Toledo
Estella M. Harrison	Hutchinson, Kansas
Vincent K. Holcomb	Fowler, Kansas
Eloise Jackson	Tama
Thomas Richardson	Toledo
Harry S. Robson	Toledo
Clyde Warner	Cambridge

Sophomores

Russell Chapman Amidon	Toledo
Lucille Baldwin	Toledo
Verne J. Boulton	Columbus Junction
Maude Baldwin	Toledo
Mabel Crossman	Toledo
John Huston	Richland Center, Wisconsin
Mildred King	Tama
Glen G. Marken	Toledo
Lester Mericle	Toledo
Mary Robson	Toledo
Floyd Roberts	Cedar Rapids
Florence Roberts	Cedar Rapids
Bessie Riggs	Castalia
Hattie Shaker	Mount Tabor, Wisconsin
Maude Steele	Riverside
Lillian Shoop	Anamosa
Anna Walker	Toledo
Gladys Wink	Toledo

Freshmen

Fern Bovenmeyer	Toledo
Walter Beier	Goodell

Gordon S. Becker	Dumont
Pearl Baxter	Merlette, Michigan
Arthur Bernard Coyle	Tama
Edna Curtis	Chariton
Edgar Dittmer	Colesburg
Mable Dick	Stanhope
Roy K. Detweler	Sterling, Illinois
Genevieve Ebersole	Toledo
Vinnie Gull	Colesburg
Mabel Jessen	Exira
Walter Albert Jarvis	Richland Center, Wisconsin
Famy B. Mills	Tama
Arhtur W. Muckler	Toledo
Robert Masters	Toledo
Gerald Mull	Muscatine
Oda Marken	Toledo
Gladys McLaughlin	Whiting, Kansas
Ruby Noble	Evansville, Wisconsin
Harold M. Poole	Toledo
Edward M. Pierce	Good Thunder, Minnesota
Georgianna Ruff	Sioux Rapids
Lauren E. Sadler	Tama
Zelic Sime	Toledo
Ray E. Shugart	Elberon
Lulu Townsend	Toledo
Marie Williams	Toledo

ACADEMY

Daniel E. Burke	Epworth
Lloyd E. Brown	Collins
Gertrude M. Carson	Toledo
Emma DuPre	Toledo
Raymond M. Dalbey	Vining
Harold Benj. Emerson	Dawson
Edward Greenleaf	Tama
Clyde Hollingshead	Dawson
Bert B. Hulbert	Portsmouth, Ohio
Bonny Hays	Sheridan
Ralph Hoover	Montour
Lester Kupka	Conrad
John Kepler	Toledo
Cecil E. Livingood	Postville
Branson Madding	Toledo
Homer O. Piper	LeRoy, Minnesota
O. W. Patterson	Cloar, Arkansas
Mildred Patterson	Gilman
Esther Ritchie	Westgate
Anna Gertrude Riggs	Muscatine
Otto V. Sokol	Vining
Lora Shaker	Mount Tabor, Wisconsin

Kenneth M. Smith	Tama
Lester Dean Smith	Postville
Harry O. Stevens	Toledo
Pearl Whitesell	Browerville, Minnesota
Charles Walters	Toledo

SCHOOL OF MUSIC

Piano

Lucille Bowman	Toledo
Irene Brady	Toledo
Maude Brush	Toledo
Mabel Crossman	Toledo
Hazel Carey	LeRoy, Minnesota
Myrtle Gary	Montour
Vinnie Gull	Colesburg
Bonny Hays	Sheridan
Louisa Hagerman	Toledo
Elva Lichty	Toledo
Ruby Martin	Toledo
Oda Marken	Toledo
Florence Roberts	Cedar Rapids
Floyd L. Roberts	Cedar Rapids
Mary Robson	Toledo
Mrs. Carlton M. Richards	Toledo
Marian Speake	Toledo
Lora Shaker	Mount Tabor, Wisconsin
Mrs. B. O. Wilson	Toledo

Junior Piano

LaRue Bear	Toledo
Alice Benson	Toledo
Blanche Bovenmeyer	Toledo
Nadine Bacon	Toledo
Edna Clough	Toledo
Mildred Dann	Toledo
Elizabeth Ennis	Toledo
Irma Green	Toledo
Ferne Gebhardt	Toledo
Mildred Gallagher	Toledo
Pearl Head	Toledo
Hollis Kepler	Toledo
Leander Lupton	Toledo
Helen Lane	Toledo
Illa McCreary	Toledo
Delia Poole	Toledo
Edna Poole	Toledo
Esther Westfall	Toledo
Edith Williams	Toledo

Organ

Ethel Jackson	Toledo
Floyd L. Roberts	Cedar Rapids
Lenore Schultz	Toledo

Theory

Mabel Crossman	Toledo
Louisa Hagerman	Toledo

Voice

Russell C. Amidon	Toledo
Vida Currey	Toledo
Irene Conant	Garwin
Edna Curtis	Chariton
Roy K. Detweiler	Sterling, Illinois
Vincent K. Holcomb	Fowler, Kansas
Arthur W. Muckler	Toledo
Ruby Noble	Evansville, Wisconsin
Edward M. Pierce	Good Thunder, Minnesota
Marian Speake	Toledo
Lenore Schultz	Toledo
Kathleen Smith	Toledo
Lester D. Smith	Postville
Pearl Whitesell	Browerville, Minnesota

Violin

Grace Bovenmeyer	Toledo
George Brooks	Dennelly, Minnesota
Audree Babcock	Garwin
Harold B. Emerson	Dawson
Lenore Ford	Garwin
Loyal Hurley	Garwin
Earl Hurley	Garwin
Marie Irish	Toledo
Kenneth Irish	Toledo
Vern Millard	Toledo
Elwell Meiers	Toledo
Lynn Olney	Garwin
Esther Ritchie	Westgate
Bell Ross	Toledo
Lillian Tode	Toledo
West Townsend	Garwin
Bryan Townsend	Garwin
Ava Van Horn	Garwin
Frank Whitree	Toledo
Elmer Wilson	Toledo

Band and Orchestral Instruments

Aaron Bowman	Toledo
L. E. Bailey	Toledo
Harold Benesh	Toledo

Devoe Bovenmeyer	Toledo
Harry Clingan	Toledo
Lloyd Conway	Toledo
LaVern Evans	Toledo
V. E. Emerson	Toledo
Archie Ferry	Toledo
Burch Hanson	Toledo
Harold Hufford	Toledo
Larue Haworth	Toledo
Ross Irish	Toledo
Lewin Lippincott	Garwin
Rall Morgan	Toledo
Branson Madding	Toledo
Courtney Morford	Toledo
Oakley Ray	Toledo
Vaughn Ray	Toledo
Zelic Sime	Toledo
William Sansers	Conrad
Alden Thickstun	Toledo
Harold VanHorn	Garwin
Frank VanHorn	Garwin
Irene Vest	Toledo
Appleton Wenkster	Toledo
Carl Wise	Toledo
William Wtaver	Toledo

COMMERCIAL

Bookkeeping

Nora Olson	Sioux Rapids
Ray Russell Shope	Toledo

Shorthand

Famy B. Mills	Tama
Nora Olson	Sioux Rapids
Lenore Schultz	Toledo
Ray Russell Shope	Toledo

Typewriting

Famy B. Mills	Tama
Nora Olson	Sioux Rapids
Lenore Schultz	Toledo
Ray Russell Shope	Toledo

SCHOOL OF ORATORY

Seniors

Pauline Harold	Toledo
Anna Walker	Toledo

Unclassified

Gordon S. Becker	Dumont
Gertrude M. Carson	Toledo
Irene Eldridge	Garwin
Vincent K. Holcomb	Fowler, Kansas
Bonny Hays	Sheridan
Cecil E. Livingood	Postville
Georgianna Ruff	Sioux Rapids
E. Claude Smith	Tama
Lester Dean Smith	Postville
Kenneth M. Smith	Tama
John Dale Thomas	Toledo
Margaret Ward	Toledo

SUMMARY

College—	
Seniors	12
Juniors	7
Sophomores	18
Freshmen	28
	—
Academy	65
	27
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Piano, Organ, Theory.....	41
Voice	14
Violin	20
Band and Orchestral Instruments.....	28
Business College.....	4
School of Oratory.....	14
	—
Total	213
Names counted more than once.....	37
	—
Net enrollment.....	176

FORMS OF GIFTS

LIFE ANNUITIES

Persons who are interested in the work done by Leander Clark College, and who have money, real estate, or other property they would like to leave to the college, and yet who will need a reasonable income during their lifetime, will find the Life Annuity Bonds offered by the college both safe and attractive. The fact that the college has buildings and grounds, and cash endowment aggregating in value more than \$350,000 is a sufficient guarantee of the safety of its bonds. The institution is without debts and is safe and sound in its business management. Its Life Annuity System is therefore absolutely trustworthy.

TO ENDOW A SCHOLARSHIP

Persons desiring to aid worthy young people in obtaining an education may endow a perpetual scholarship in Leander Clark College, by the payment of \$1,000 to the institution, which will entitle the donor to name the same, and to have the name of the scholarship published in each annual catalogue.

TO ENDOW A CHAIR OR PROFESSORSHIP

The gift of \$25,000 will endow a chair or professorship in Leander Clark College, and will entitle the donor to name the chair, which name with that of the giver will be published in each number of the annual catalogue of the college.

TO DEED REAL ESTATE, RETAINING A LIFE INTEREST

Persons wishing to aid the college may deed to it any real estate they may have, reserving to themselves the right to use income and occupancy during their natural life, and at their death the property would pass into the possession of Leander Clark College, to become a part of the permanent endowment of the institution.

TO THE FRIENDS OF THE COLLEGE

Leander Clark College is greatly in need of a much larger income. Its present endowment, student fees, etc., are insufficient to meet its growing needs. It should have at least three hundred thousand dollars added to its endowment within the next three years.

Persons having property or estates to dispose of are earnestly asked to make Leander Clark College the object of their benevolence. Those who may think of doing so are requested to write the president of the institution, Toledo, Iowa, for full information as to forms for bequests.

FORM OF ENDOWMENT NOTE PAYABLE AFTER DEATH

Toledo, Iowa.....191...

In consideration of the agreement on the part of Leander Clark College, a corporation of the County of Tama, and State of Iowa, that it will continue to maintain an institution for higher education, I..... of in the State of, do promise for myself, executor, administrator, and assigns, to pay to said Leander Clark College dollars, with interest at per cent. payable annually from

The principal is to be paid out of my estate one month after my death, and is to become a part of the permanent endowment fund, and to be safeguarded as is the Leander Clark Foundation. The interest is to be available for supporting the Department of in said college.

.....
Executed in the presence of
.....
.....

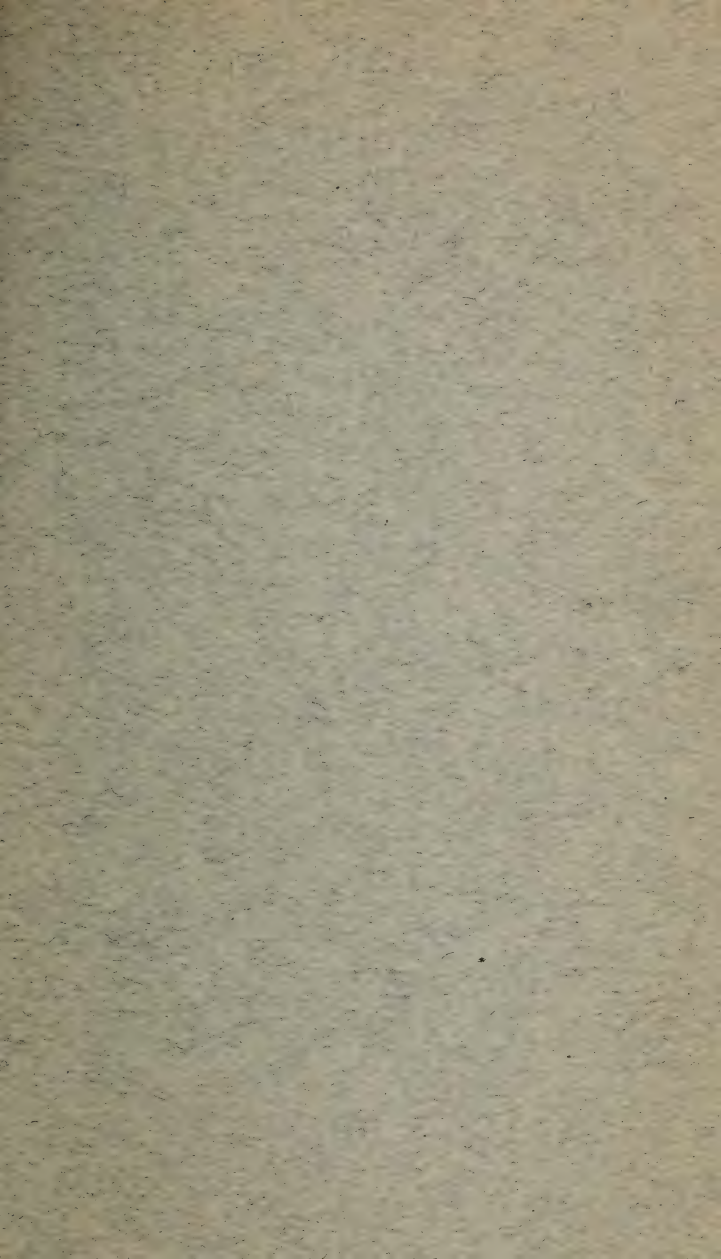
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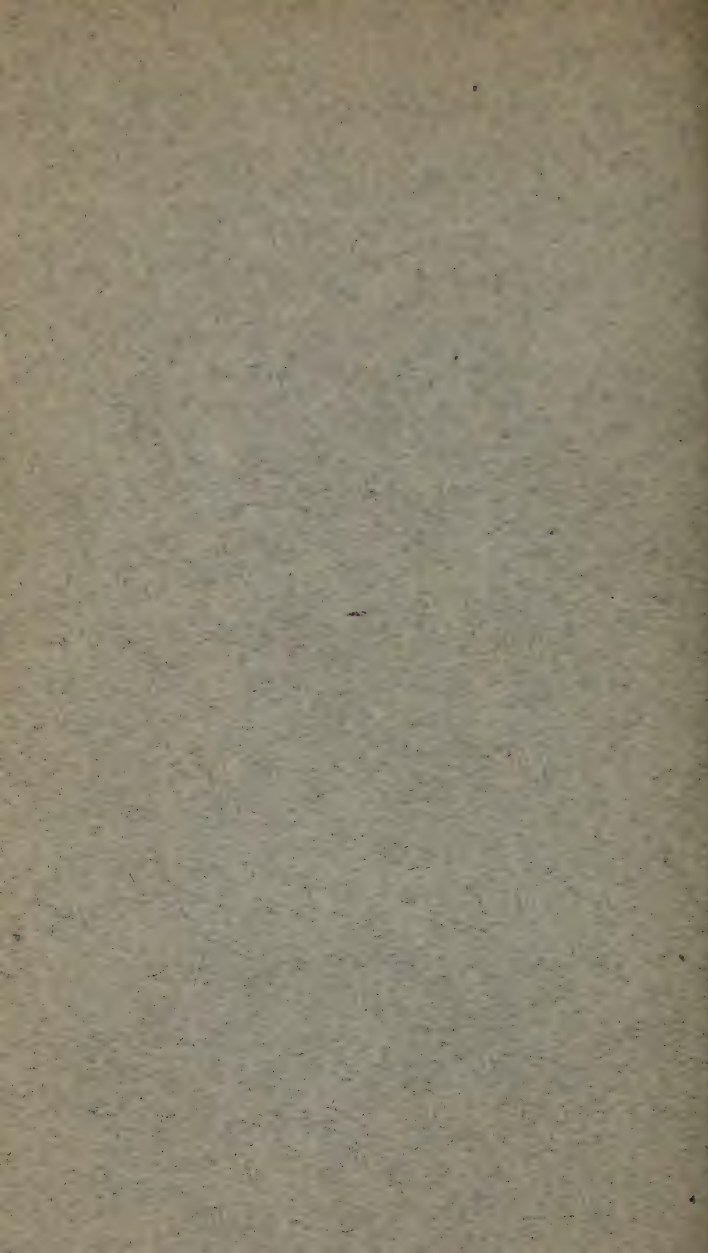
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THE OTTERBEIN PRESS, DAYTON, OHIO





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